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THE NEW WORK-PLAY BOOKS

MANUAL

for

LET'S LOOK AROUND

BY

ARTHUR I. GATES

AND

JEAN AYER

WITH THE ASSISTANCE OF

MARY M. BARTLETT

INSTRUCTOR IN READING

NEW JERSEY STATE TEACHERS COLLEGE

NEWARK

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NEW YORK

THE MACMILLAN COMPANY

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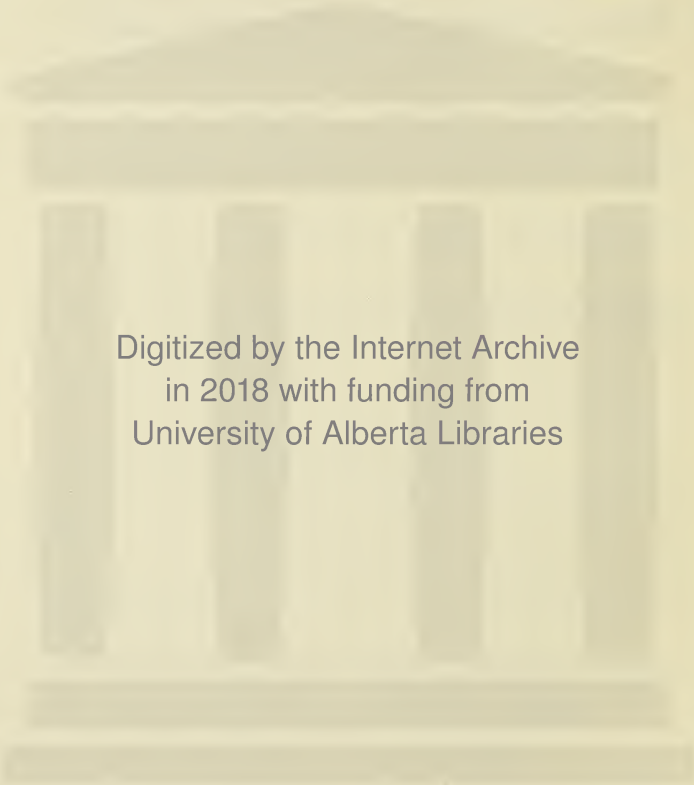
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CHAPTER I

READING AS A FACTOR IN GROWTH

1. THE NATURE OF READING

Complexity of reading

The New Work-Play Books are based upon the theory that reading is a very broad and complex activity.¹ A child or an adult does much more than recognize printed words when he reads. He understands what he reads, and thereby acquires information and ideas. The skillful reader does more than this. He receives greater values because he thinks while he is reading as well as after he has read. In addition to understanding clearly what the author has written, he may be critical of the author's statements and pass judgment on the author's point of view. He may also alter his own point of view and see how to use certain ideas in the text to further one of his own plans. In fact, all kinds of thinking — criticizing, judging, drawing conclusions, applying data to a problem — can and should go on during and after reading.

Reading affects emotions and feelings

Reading is not limited, moreover, to mental activity. It affects the emotions. The reader may be pleased or annoyed, saddened or cheered, encouraged or discouraged by what he reads. The reading may increase or decrease his zest for the subject read. It is likely, if he is very young, to add to or detract from his interest in reading in general. There is usually a series of definite emotional as well as intellectual responses during reading and resulting from it.

Reading develops opinions and purposes

Reading affects the reader's opinions and purposes. It may lead to all sorts of "follow-up" activities. It may lead a child to draw

¹ *The Teaching of Reading: A Second Report, The Thirty-Sixth Yearbook of the National Society for the Study of Education*, Public School Publishing Company, Bloomington, Illinois, 1937.

an illustration, "play-act" a part, visit a farm, or construct a model store. It may lead him to determine to take better care of his pets or to work for cleaner streets just as it may lead an adult to take active part in a campaign for better government or for war or peace.

Reading must foster child development

Reading, in short, involves the whole person. It leads to ideas, convictions, emotions, attitudes, purposes, and actions. In conducting a reading program, therefore, the teacher should realize that she must do more than teach the child to read. She should attempt to contribute as much as possible to the many phases of the child's development.

The New Work-Play Books are organized to give the teacher efficient help in making instruction contribute to the child's development along these lines. In arranging each unit of the program, the authors have considered the following questions:

1. How will the reading material improve the child's understanding and contribute to his intellectual growth? What ideas and information will it give to him? To what extent will it encourage him to think — judge, draw conclusions, apply the data to his own problems and projects?

2. Will it contribute to his aesthetic development? What feelings and emotions will the reading arouse, and will these be the most desirable? Will the material increase his desire to read? Will it tend to develop his appreciation and enjoyment of literature, whether fact or fiction, prose or verse? Will it help him to develop standards to decide the quality of what he reads?

3. How will the reading affect the child's present opinions and purposes? Will it result in the development of desirable plans and purposes? Will it lead him to further desirable activities?

If the reading program is to contribute richly to the pupil's development, two further objectives must be realized: (a) the process of learning to read must be made a joyful experience, and (b) it must be a broadening and enriching experience.

Learning to read — a joyful experience

Learning to read is usually one of the child's first adventures in

school life. If it is to be a joyful experience, it must enable the child to learn with ease and success. Interest may be destroyed by difficulty and failure. Ease and success are achieved by carrying the process forward by easy, well-graded steps. Moreover, learning to read can be made more satisfying and a happier experience by the use of the highly interesting materials, and by organizing the program in such a way that it helps the pupil to do many other things which he enjoys doing.

The New Work-Play Books were developed to help the pupil find that learning to read is easy and certain of success. The program of reading has been so planned that it should enable the pupil to be successful and to be aware of his success. Reading content likely to be most interesting to the pupil at various levels has been incorporated in the materials. Reading has also been made the means of helping the pupil to do many things which he likes to do and which are beneficial to him. Thus, learning to read becomes a joyful experience.

Reading must be a broadening and enriching experience

Reading should not be limited to narrow drills which restrict the pupil's natural craving for varied, full-bodied action and expression. It should be a means of promoting many types of interests. It should not be limited to one type of story, to one area of information, or to one form of experience. It must introduce the pupil to many kinds of reading materials; it must bring to him many types of information; it must open up many areas of fruitful experience. It should, moreover, foster many worthy forms of growth, such as self-control, ability to plan individually, ability to co-operate with others, desire and ability to contribute to the welfare of others, etc. Learning to read, in short, should be made a vital means of broadening and enriching the child's life.

In *The New Work-Play Books* the pupil reads interesting and informing reading materials, rich not only in themselves but so constructed that enriching, educative activities grow naturally from the reading materials. Thus, the reading experience and the experiences which grow from it are broadening and enriching.

2. READING AS A VITAL FORCE IN CHILD DEVELOPMENT

Growth in experience may be achieved through the following types of activities:

Linguistic	Exploratory
Dramatic	Constructive
Artistic	

Each of these activities, as will be evident from the following discussions, can be made to develop the pupil's interest and ability in reading and in thinking. These qualifications in turn promote his growth in experience.

Linguistic activities

Under linguistic activities are included all forms of receiving ideas from and conveying ideas to other persons. Through an exchange of ideas, the pupil's speaking vocabulary will be increased, and his experience modified and extended.

Both oral and silent reading may function in relation to linguistic activities, particularly when they are undertaken for any of the following purposes:

1. To interest or inform an audience.
2. As preparation for informal reconstruction of stories.
3. For acquiring information to be used in group discussion.
4. As a "springboard" to the writing of compositions, letters, announcements, speeches, poems, news sheets, placards, and the like.

The New Work-Play Books are organized to lead naturally to such activities, thereby promoting growth in experience.

Dramatic activities

Under dramatic activities are included all forms of "play-acting" from complete dramatization of stories or episodes to occasional imitation or characterization of a person, event, or situation. Such activities contribute to the social adjustment as well as to the intellectual enrichment of the child.

The New Work-Play Books, from the earliest levels of reading, encourage and facilitate dramatic activities by the use of highly dramatic action in both illustrations and text, by plans for various

dramatic projects as "follow-up" activities, and by the inclusion, in the books for the intermediate grades, of suitable plays.

Artistic activities

Artistic appreciation and self-expression are important aspects of experience. The pupil should learn to use his imagination freely during reading and be given ample opportunity to express himself in artistic form. Appreciation of the art of others is also important, both for sheer enjoyment and for cultivating taste in his own art expression. A pupil's desire to express himself can be fostered by giving him ample opportunity to draw, paint, or construct objects to portray ideas obtained from his reading and related discussions. Reading helps to clarify ideas expressed in artistic form, as the text helps to give the full meaning of a passage in a story, and experience in expressing ideas in various art forms makes further reading more interesting and enriching.

The illustrations of *The New Work-Play Books* have not been developed solely to give the pupil pleasure in the skillful color and composition of the pictures. They also assist him to recognize printed words, old and new, to grasp the ideas in the text, to evaluate them, and to clarify his own previous ideas. They thereby play an important role in stimulating the intellectual and emotional as well as the artistic growth of the child.

Constructive activities

A constructive activity expresses itself in the making of a real object, such as a model of a school of long ago, of an airplane, of a Chinese home. As it is immediately apparent, carefully selected reading materials become the means of fostering such activities; in turn, the pupil's interest in constructive activities stimulates him to additional reading. Reading and constructive activities are related in many ways, ranging from the provision of definite and detailed reading directions for carrying out certain activities to mere hints concerning an interesting project to be further developed. Any such activity, once begun, tends to lead to further reading in many sources for guidance, direction, and suggestion. Thus, reading be-

comes a skill which greatly assists the child to do the things he wishes to do.

The New Work-Play Books contain much that will stimulate the child to organize and execute worthwhile constructive activities. In this way many important types of reading are introduced with opportunity for satisfactory outcomes. These activities have been carefully planned and organized to promote effective and continued growth.

Exploratory activities

Under exploratory activities are classed all sorts of investigation of data related to the topic being read and the activity being carried out. Thus, plans to reproduce a schoolroom and its equipment as it was in grandfather's boyhood might lead a child to search for further books or pictures, to talk to grandparents, to visit museums, etc. Such enterprises serve to influence a child's viewpoint, clarify his understanding, and provide for further growth in many lines.

The New Work-Play Books, for these reasons, are constructed so as to furnish both stimulation and substance for various types of exploratory activities that will make definite contributions to the growth of the child.

3. ORGANIZED CENTERS OF INTEREST

Educative experience

If reading is to be a means of promoting worthwhile activities and if interest in such experiences is to become the salt that savors reading, the activities must be organized into a unified program. It is not enough merely to be engaged in miscellaneous artistic, dramatic, and other activities. Unselected, hit-or-miss experiences are wasteful and often miseducative. An activity, to be educative, must be based upon a purpose and must proceed along the lines of an orderly plan to a satisfying and educative end.

Fruitful growth in experience may be best achieved through the establishment of broad centers of interest. These centers of interest, while not in any sense rigidly restrictive, give direction to experience and thus make it constructive and educative.

Centers of interest in reading

It is through the reading program that broad centers of interest may be most clearly established. These interests will stimulate exploration and growth in other fields, which in turn will equip the pupil for further interpretation of reading material. It has been one of the aims of *The New Work-Play Books* to establish a series of continuing centers of interest, and to establish them in such a way that, while they gently guide the child and point to a way of development, they do not restrict the child's actual experiences.

In the work of the first year, the child is concerned with the more immediate interests of the typical American community. This general range of interest is divided into two aspects: one is concerned with the interests and common phases of life in a town or small city, or a representative neighborhood of a large city; the other is concerned with life in a typical country or farm community.

In the Second Reader, *We Grow Up*, the child ventures from the near and familiar community to less familiar types of life in America. Presented are phases of American life outside the average child's direct experience. In the Third Reader, *Wide Wings*, the child is carried on his vehicle of previous experience still farther afield in time and space. In the Fourth Reader, *Let's Look Around*, the pupil ranges still farther in time, space, science, and imagination. This book introduces stories of American child life; selections on American pioneers; stories and informative selections about more distant lands; folk tales from long ago; materials related to nature study, transportation, and the physical and social sciences. It introduces various forms of literature: the dramatic form (a play); poetry of various types; imaginative, humorous, and matter-of-fact writing; the historical narrative; folk tales; the adventure story; and other forms. Divided into eight units or centers of interest, the Reader provides for the exploration of important areas of fact and fancy in the fields of literature most valuable for pupils in the fourth year of school.

CHAPTER II

MATERIALS AND GENERAL METHODS FOR THE FOURTH YEAR

1. UNDERLYING PRINCIPLES

Theory of method

The theory of method underlying *The New Work-Play Books*, as explained in the preceding chapter, sets up the following requirements:

1. Reading must be a happy experience.
2. Reading must be a broadening experience.
3. Reading must be an enriching experience.
4. Reading must stimulate growth in experience both in itself and in other activities, and must so guide experience as to make it definitely educative.
5. Reading skills and abilities must be developed in proper order and relation to each other so that the child will acquire the abilities needed at each stage in his growth without confusion or conflict.

It is the purpose of this chapter to discuss the ways in which these requirements are met in *The New Work-Play Books*.

Materials and methods in the primary grades

Before considering the fourth-year course, it will be well to review briefly the child's previous training and experience in reading as provided by *The New Work-Play Books* for grades one to three.

The first-year course begins with a carefully developed pre-reading program in which the child is given experience interpreting pictures, relating actual happenings, recognizing continuity and flow in a story (picture story), recalling a story, learning how to handle a book. Introduction to reading is made, under the teacher's supervision, with the Pre-Primer. From the beginning emphasis is placed upon

thought-getting. Fundamental reading techniques are introduced simply and in the most helpful order. The first stories are read with the teacher. In the next stage the child attempts to read the stories silently in his Pre-Primer with help from the teacher. During the Pre-Primer period the pupil is introduced to work-type reading, and exercises which lead to rereading are also provided. The preparatory exercises (either those offered in the Preparatory Books or in the alternative exercises suggested in the Manual for classes without Preparatory Books) are continued with the Primer. At first very simple types of exercises are introduced, and considerable supervision is given by the teacher. As the child grows in skill, more complex types of exercises are introduced. The child is encouraged to work more and more independently, and the teacher's supervision is gradually reduced.

Having prepared himself through the Preparatory Book or the preparatory activities, the child reads a story in the Pre-Primer or Primer. Having encountered the vocabulary of the selection several times in the Preparatory Book, the child now attempts to read a selection which is entirely new in content although composed of familiar words. This story is read silently before any discussion takes place, and the teacher gives as much help as may be necessary with this silent reading.

As the child proceeds with the various materials of *The New Work-Play Books*, the plan of procedure remains the same as that described above. During the primary unit, the child works on definite, prescribed amounts of preparatory material before undertaking the work of the reader. All preparatory materials, throughout the course, are so arranged and constructed that the child is adequately prepared in vocabulary and reading skills before he encounters them in his Reader.

At the end of each chapter or unit in the Primer, the pupil encounters systematic exercises which review what he has learned and test his mastery. These tests are found in the Preparatory Books, and the Manual suggests equivalent review exercises and tests for classes that are not provided with the Preparatory Books. From time to time throughout the primary course, various types of testing

materials are offered. These tests, both of mastery of vocabulary and mastery of other reading skills, have been carefully arranged and constructed so as to give the teacher accurate knowledge of the child's progress and his possible weaknesses. The Manuals provide suggestions for remedial work with those pupils whose test results indicate unsatisfactory progress.

Careful provision is made throughout the primary course for wide reading in books other than basic materials. The Unit Readers have been developed as supplementary equipment which provide for enrichment in experience without undue vocabulary difficulty. As the child becomes more mature and skilled in the reading processes, the Unit Readers serve not only as an end in themselves but also as a "springboard" to the more generalized types of reading to which the children should be introduced, particularly in the second and third grades. The Manuals contain lists of books, related to each topic in the reading program, which are within the child's ability to read. The organization of the readers around centers of interest makes possible varied and successful supplementary reading and provides a natural incentive to the child for further exploration of books.

2. THE FOURTH-YEAR COURSE

Materials for the fourth year

The basic and optional materials of the fourth-year program of *The New Work-Play Books* are as follows:

1. *Let's Look Around*, the Fourth Reader.
2. The Preparatory Book to accompany *Let's Look Around* (Optional).
3. The Teacher's Manual, incorporating principles of method and suggestions for procedures with both basic and supplementary material.

The fourth-year program

A pupil who has successfully completed the work in the primary books of *The New Work-Play Books* is prepared to begin the work of the fourth year. As in the Second and Third Readers, the early parts of the Fourth Reader in *The New Work-Play Books* provide for the

apparent loss in reading ability which occurs between the end of the third year and the beginning of the fourth. These early parts of the Fourth Reader review and clinch the work which was done in the third-year materials to prepare the pupil for the "fourth-grade hurdle." The opening units have been carefully arranged to take care of the complex transition which must be made at the beginning of the fourth grade. They provide further experience with the skills and abilities which were developed during the third year, and carry forward the task of binding together into a unified and efficient reading ability the skills which have been undergoing gradual development since the outset of reading instruction.

In the first unit of the Reader an average of less than three and a half new words per page falls outside the first 2500 of the Thorndike word list, and this includes the first and last names of authors and all words in the titles of books. In the first two units no sentence is carried over from one page to the next, and words divided at the end of a line are very carefully limited in number.

In addition, the fourth-year course assumes certain specific responsibilities arising from the pupil's educational level. Among these are the following:

1. To develop interest in reading both for information and for pleasure; and "reading for pleasure" should be interpreted as including enjoyment of the sound of good poetry and of well-written prose.
2. To cultivate a taste for the best types of children's literature, and to give the pupil guidance in the selection of his personal reading.
3. To develop and refine the pupil's ability to attack the many varieties of reading.
4. To develop and extend rapid, accurate, and full comprehension in each type of silent reading.
5. To refine and develop the pupil's mastery of the mechanics of reading, to increase his speed of reading, and to train him to suit his rate of reading to the character of the material and to his purpose in reading it.
6. To develop interest and ability in oral reading.

7. To enrich the pupil's reading, writing, and speaking vocabulary, and to develop his interest and ability in oral and written language.

8. To train the pupil to use textbooks and similar materials skillfully and efficiently, and to provide him with the techniques which will enable him to study effectively.

9. To cultivate interest and ability in the exploration of a field of ideas by using encyclopedias, biographies, periodicals, and other literary references; by inquiring among informed persons; and by exploring museums, stores, factories, and other first-hand sources.

10. To develop various desirable personal attitudes and abilities, such as mental curiosity and alertness, aptitude for co-operative action, ability to plan and execute projects, to undertake original and creative work, to establish desirable standards of achievement, and to judge, reasonably, his own accomplishment.

Fourth-year procedure

In the fourth-year program are followed the basic principles of procedure, namely the use of prescribed pages of the Preparatory Book for preparatory activities suggested for classes without the Preparatory Books preceding the reading of a predetermined amount in the Reader.

The Preparatory Book which has been designed to accompany the Fourth Reader is highly recommended for use by the pupils, although optional. Detailed suggestions are made in the Manual for procedures with classes without Preparatory Books. As in the case of the Preparatory Books for the first, second, and third years, the Preparatory Book to accompany the Fourth Reader, or the preparatory activities suggested, adequately and fully prepare the pupil with the necessary basic skills for the successful reading of predetermined amounts of material in the Fourth Reader.

3. ORGANIZATION OF MATERIAL

The New Work-Play course for the fourth grade, like the courses for the preceding grades, is organized around centers of interest. For a period of two weeks or more, the pupils are engaged in exploring a common topic in various directions. All the activities undertaken

are held together by the general theme. Stories are read and told; informative selections are studied; work-and-play types of reading are pursued; the library is utilized; excursions are made; artistic, dramatic, constructive and other projects are undertaken in exploring the field embraced by the topic. During the period, comprehensive projects may be undertaken which may be brought to a culmination at the end of the period in a program of interest to the group and possible guests.

Characteristics of the plan

The centers of interest in *The New Work-Play* program were selected in the light of a number of definite criteria, as follows:

1. Each topic must represent a genuine topic — a field of investigation. It must not be a mere superficial aspect of a group of really unrelated selections.

2. Each topic must be one which appeals strongly to children's interests and falls within the intellectual grasp of the pupils of the grade in question.

3. Each topic must represent a field which offers rich educational returns to pupils who explore it. It must have genuine educational value.

4. Each topic must be one which provides for extension into other subjects and activities. It should be a topic which encourages pupils to explore reference books, newspapers, magazines, histories, biographies, and on occasion, other sources of information, such as museums, newspaper plants, and local industries.

5. Each topic should lend itself readily to various cumulative projects of an artistic, dramatic, linguistic, or constructive type. It should be one which provides for things to do as well as things to read.

6. Each topic should be considered in the light of its possible relationships to the other topics, so that the program as a whole will possess proper thoroughness, breadth, and variety.

The Fourth Reader comprises the following eight units or centers of interest:

1. "Friends in Feathers and Fur"; selections about animals. In this first chapter the stories are very simply told.

2. "Boys and Girls in Old-Time Schools"; an introduction to historical narrative.

3. "Boys and Girls of Today"; present-day stories that include something of description, science, adventure.

4. "Everyday Things"; an introduction to popular science.

5. "Just for Fun"; an introduction to the literature of humor.

6. "Tales That Were Told"; an introduction to folk tales, in play and story form.

7. "Boys and Girls in Other Lands"; an introduction to the literature of travel, geographic description, etc.

8. "Hoofs, Wheels, and Wings"; a unit on transportation — related to the literature of the social studies, history, travel, and invention.

Advantages of this type of organization

1. *It encourages thoroughness.* The organization enables the pupils to explore a field with sufficient thoroughness to give them a genuine interest in it.

2. *It enriches the vocabulary.* Words and ideas are necessarily reviewed and reconsidered as the topic enlarges and expands. Thus, meanings become more broad and more definite.

3. *It leads to many related activities.* Time and incentives are provided for wide collateral reading. Individual pupils thus report to the group stories, anecdotes, and information. The continuing interest gives rise to many related activities, such as making excursions, writing letters, making picture-collections and bulletin-board displays; painting, drawing, or modeling things related to the topic; planning and executing plays, pantomimes, dances, and games; gathering and singing appropriate music; making costumes for a play or pageant; gathering objects related to the theme, and so on. The topical organization thus keeps reading from becoming a narrow, isolated activity; it makes reading the basis of a broad program of varied types of related enterprises.

4. *It fosters individual and group enterprise.* As the theme is carried forward, it tends to become a group project to which each pupil contributes according to his interests and talents. For exam-

ple, in relation to the topic "Boys and Girls in Other Lands," some pupils may choose one country, some another, for special study. One child may learn about a country's costumes, another about houses, another about climate and products, another about folkways. To express what he has read, one pupil may make objects, another may paint pictures, another may write or tell about his discoveries — each according to his interest or need. Thus, the benefits of co-operative action are secured, while highly individualized activities are promoted.

5. *It harmonizes "minimum essential" instruction and individual enterprise.* The *New Work-Play Books* provide the "minimum essentials" in systematic, almost self-teaching form, and also the incentives and opportunities for more extended individual creative work. Instead of opposing the two purposes, *The New Work-Play Books* team them together so that each facilitates the other.

6. *It enables the teacher to handle varied abilities in one group.* This is due to the provision of the "minimum essentials" in largely self-teaching and self-diagnosing form (a feature to be explained more fully later) together with wide latitude for specialization in the correlated work. The slow reader may spend more time in reading and confine himself to the less difficult supplementary materials without being left out of the game for the reason that he will see and hear about the other materials from those who go more widely afield. In some classes, the better readers have assumed as one of their projects a plan for helping the slower readers over certain difficulties.

7. *It simplifies vocabulary difficulties.* The unit type of organization simplifies these difficulties in that a certain specific vocabulary is common to much of the material written on a given topic. Once the pupil has become familiar with this basic vocabulary, he will usually find other material *on that topic* relatively free from unfamiliar words.

8. *It facilitates co-ordination with other school activities.* When the school or public librarian knows that a class will be exploring one topic for some time, she will be able to assemble all that she has (and often to borrow more from other sources) and arrange everything in the most serviceable manner. Similarly, the gymnasium teacher may provide exercise in the form of practice or stunts or a game

related to the general topic, which, while as satisfactory as any other exercise would be, becomes, because of its associations, more educative and interesting. The work in music and drawing can also be made richer and more interesting by association.

4. CHARACTERISTICS OF THE FOURTH READER

Reading interest has been the first consideration in the selection of the material for the Fourth Reader. The final selection is the outcome of many years of research conducted to determine the basic interest-provoking qualities in children's literature, and to discover selections highly charged with these qualities.

Variety of materials

The selections represent a well-balanced variety of types, including informative and fictional, realistic and imaginative, humorous and serious, modern and classic literature, and include both prose and verse.

High literary standards

Experts have given all the selections high ratings as examples of good writing; *Let's Look Around* therefore provides a means for developing and elevating literary taste. In adapting the various prose selections in the Fourth Reader, great care was taken to preserve the style and charm of the original material. Adapted selections were either sent to the authors for criticism or, when this was not feasible, were submitted to other qualified critics. To ask a child to read a selection from a fine literary work after it has been garbled in so-called "adaptation" until its original charm has been entirely lost, is to do him a serious injustice.

Variety of literary styles

The selections cover a wide variety of excellent literary styles. By encountering a number of literary techniques and types of composition, the pupil will broaden his tastes as well as discover his preferences. At the same time, his reading ability will become more easily adaptable to the various representative types of composition.

Proper difficulty

By considering the vocabulary, the structure of the composition, and the complexity of ideas; by securing the opinions of experts; and by submitting the material directly to groups of fourth-grade pupils of varying ability; the authors selected and adapted the material to meet the needs of this grade. Thus *The New Work-Play Books* not only make possible a full measure of understanding and enjoyment, but provide an abundance of reading unhampered by excessive difficulties.

Selected vocabulary

Special attention has been given both to the selection and development of vocabulary. As stated above, careful analyses and studies were made to reduce the vocabulary load to an optimum point so that the reading would be sufficiently easy and so that it would also provide for enlargement and refinement of the child's knowledge of word meanings. Every word in the Reader has been considered in the light of its evaluation in both the Gates and Thorndike word lists. Many words used in the preceding *New Work-Play Books* were reintroduced (often to replace less useful words) to provide for review and for the appreciation of extensions of meaning. Aside from unusual proper names, all new words used in the Third Reader are repeated in the Fourth Reader. Thus, the process of reading becomes the primary means of developing a highly useful basal vocabulary. The Reader includes a glossary and various vocabulary-building exercises, tests, and reviews for giving help with useful words of more difficult character. Some of these features will be mentioned later.

Sound incentives for further reading

In developing *The New Work-Play Books*, it was recognized that while the course is basal, it is only the base and not the whole of the structure of experiences sought. It is designed to cultivate interest and ability in diversified reading. For example, most of the selections are taken from books which contain similar or related material by the same author. A note after each selection gives the pupil the title of the book from which the selection is taken and the titles of

other books on related subjects. Comments on the difficulty of the books mentioned help the pupil to choose his reading wisely, thus preventing the disappointment and discouragement which arise from an unsuccessful encounter with recommended reading. (See pages 12, 15, 24, 43, etc. of *Let's Look Around* for examples.)

The Manual supplies the titles of many more books, which the teacher may suggest for reading as she sees fit. Page vii of *Let's Look Around* gives page references to the various titles, classified by topics, referred to in the Reader.

Helpful reading and study guides

When a child has reached the fourth grade, he must begin to apply his reading ability for study purposes much more extensively than he has done before. He must learn how to use an index, a simple dictionary, and possibly a juvenile encyclopedia. He must learn to look through material quickly for what he wants, and, as he proceeds, to make some use of summarizing and outlining. In his written work he must know where to divide a word at the end of a line. In connection with his use of the dictionary and of glossaries, he will need to acquire understanding of alphabetic arrangement, of the significance of the accent mark, and of the simpler diacritical marks. The exercises which follow the prose selections in the Fourth Reader are carefully planned to give the child a knowledge of the simpler phases of these and various other skills, and to give him practice in using them. In his work both with the exercises and with the comprehension tests a varied expression has been used to make it essential for him always to read carefully the simple directions he is to follow. The exercises are also planned to give him opportunity to increase his vocabulary and to make it seem desirable and interesting to do this.

The New Work-Play Books are designed to enable each pupil to develop for himself, to a large extent, interests, tastes, and techniques. There is included in the Reader, therefore, a carefully constructed and related program of suggestions, exercises, guides, and instructions to pupils. The following are some of the types of teaching aids provided:

1. *Comprehension Questions.* The comprehension questions, which

follow certain selections, are designed to foster thinking and discussion, rereading and reconsideration of ideas, and to lead to the future use of ideas acquired.

2. *Objective Problems and Exercises.* The objective exercises, while giving variety, serve the same purposes as the questions, and additional purposes as well. The responses are quickly made and are objective. They may be used as objective tests of comprehension and thinking, and thus reveal the abilities and difficulties of individual pupils.

3. *Vocabulary-Building Exercises.* Some of the exercises are constructed to test and develop word-meanings. (See pages 13, 59, 73, 87, 101, 132, 166, 196, 278 of *Let's Look Around* for different types.) Meanings are brought out clearly and the forms of the words noted. These exercises call for both immediate and delayed consideration, and are usually related to activities with the Reader glossary and with the dictionary.

4. *Things to Do.* The "Things to Do," which follow each prose selection, are suggestions that encourage the pupil to use what he has read to further other purposes. They help to keep reading from becoming isolated from other activities. They make the reading work more varied and active, as well as more broadly educative than it would be without them.

5. *Dictionary.* At the end of the Reader is "A Short Dictionary," composed of the more difficult words used in the Reader. Its form is that of a standard dictionary, and by using it the pupil becomes accustomed to the procedures employed in using a full-sized dictionary. Many of the exercises refer the pupil to this glossary; and since it is simple, helpful, and always at hand, a knowledge of accent marks, diacritical marks, syllabication, etc., and of their values in determining pronunciation, may be developed. (See also 6, 7, 9 below.)

6. *Use of the Dictionary.* *Let's Look Around* also includes a carefully graded series of exercises in the use of the dictionary. These exercises explain how the dictionary is made up and provide training and incentives for its use; as they continue they test the child's ability to use a dictionary. (See pages 26, 73, 87, 116, 166, 179, 218, 241, 264, 277, 293, 311, 337, 390.)

7. *Word Analysis.* *Let's Look Around* contains a series of exercises designed to carry forward mastery of phonetic insight, syllabication, and other analysis skills. Exercises with rhymes, dictionary clues to pronunciation, and other devices are included.

8. *Study Skills and Specialized Types of Reading.* Special exercises are introduced to develop various types of reading, such as getting the main ideas, skimming to find specific facts, outlining, making summaries, etc.

9. *Use of Reference Aids.* Methods of using various kinds of reference aids are introduced. They include practice in using the table of contents, the index, the dictionary, and encyclopedia.

5. CHARACTERISTICS AND USES OF THE PREPARATORY BOOK

As in the program for the first three grades, *The New Work-Play* course for Grade 4 includes a Preparatory Book as well as a Reader. This Preparatory Book provides, in ready-made form, materials to enable the teacher to do better and more easily the work of preparing the child for the work of the Reader. These ready-made materials save time and energy necessary for preparing supplementary materials and teaching pupils to use them. The Preparatory Book provides a carefully developed and largely self-teaching and self-diagnosing course completely worked out in detail.

Purposes served by the Preparatory Book

Some of the features of the Preparatory Book are listed below.

1. Each of the eight chapters or units of the Preparatory Book begins with a testing-and-teaching exercise. It consists of a narrative selection which contains a minimum of new vocabulary, followed by a comprehension exercise of ten items. Directions are given in the Daily Lesson Plans of the Manual for using these materials as an objective test of *speed and accuracy* in reading. *Speed* can be expressed in number of words read per minute and *accuracy* in the percentage of correct responses to the comprehension exercises. Both scores may be recorded permanently in a table and chart provided on pages 91 and 94 of the Preparatory Book. These tests enable the teacher to keep close contact with the development of speed and accuracy of

reading of each pupil during the year. The exercises do more than test; they help the pupils acquire words, skills, information, and interests useful in reading the following material in the Reader and Preparatory Book.

2. The Preparatory Book provides helpful introductions to selections in the Reader. The introduction may be a story or an informative selection. In either case, it introduces important words and concepts and gives background information in relation to selections to be read in *Let's Look Around*. (See Preparatory Book pages 10, 15-16, 18-19, etc.)

3. The Preparatory Book introduces and develops recognition and understanding of the more difficult words *before* they are encountered in the Reader. Some of these words are brought out in the "background" selections mentioned above, and others are presented in special vocabulary building exercises, as, for example, those on pages 4, 5, 7, 8, 9, 11, etc.

4. The last page in each unit of the Preparatory Book provides a review test of the more difficult new words introduced in the corresponding unit of the Reader. This enables the teacher to keep informed about the progress of each pupil in vocabulary building. (See pages 14, 24, 36, etc. The Daily Lesson Plans in the Manual give suggestions for additional review activities for the pupils who show a need for further work.)

5. The Preparatory Book embodies a systematic plan of activities for developing the various special types of reading abilities. Among the reading techniques carefully developed are the following:

A. *Locating items, or facts, or ideas.* The following techniques are developed for this purpose:

- (1) Ability to do a *first, single reading* with increasing speed and accuracy.
- (2) Ability to *reread* with increasing speed and effectiveness for definite purposes which the pupils understand and accept.
- (3) Ability to *skim* with increasing speed and effectiveness.

For developing these skills, several devices are used. One is to give the pupil a special problem or purpose *before* he reads an informative selection and thus encourage him to read selectively so as to

locate the relevant material. Following this first, single reading, he does certain comprehension exercises, provided in the Preparatory Book, which enable him (and the teacher) to check his understanding. Then the Preparatory Book suggests a further problem or purpose to motivate a *rereading* of the selection. In certain instances an effective motive for a second rereading is also provided. During these rereadings to find the answer to certain questions or the solution of certain problems, the pupil learns to skim. Thus, flexibility in attack varying from a careful reading, to a fairly rapid rereading, to a very rapid, selective skimming, is developed. (See Preparatory Book pages 2, 6, 16, 24, etc.)

B. *Getting the central or main idea of a paragraph or part of a selection or a whole selection.* A variety of exercises designed to increase these skills in connection with different materials and purposes are included. (See pages 2, 14, 22, etc. of the Preparatory Book.)

C. *Organizing ideas and material.* This begins with relatively simple exercises in choosing main and subordinate titles, "key words," or sentences, and ends with the construction of a complete outline. (See pages 6, 10, 32, 44, 62, etc.)

D. *Summarizing the substance of a selection.* This begins with relatively simple tasks and materials and progresses to more complex ones. (See pages 32, 50, 64, 66, 70, etc.)

E. *Retaining and using material after an interval of time.* The Preparatory Book includes a series of problems or projects at the end of a unit. These involve the use of all the material previously read in that unit. (See pages 36, 60, etc., and similar exercises on pages 6, 10, 14, etc.) The last pages in the Preparatory Book are arranged for records of and comments on supplementary readings.

F. *Reading of precise directions.* Reading and interpretation of maps and graphs (pages 18-19, 29, 39, etc.), and other types of "study reading" are introduced. (See pages 3, 8, etc.)

6. The Preparatory Book includes a systematic program for developing word-recognition skills suitable for the fourth grade. (See pages 9, 63, etc. for syllabication; pages 8, 20, etc. for "little words in big words," pages 27, 43, etc. for rhyming words; pages 30, 46, 51, 54, 83 for phonograms, etc.; 34 for use of context clues.)

7. The Preparatory Book carries forward systematic development of insight into word meanings. In addition to the exercises mentioned under No. 3, above, note page 12 on synonyms and opposites, page 17 on contractions, etc.

8. The Preparatory Book carries forward a systematic program for teaching the pupils to use the Dictionary and other books of reference. (See pages 13, 23, 35, etc.).

9. The Preparatory Book on almost every page contains exercises which will yield an informal diagnosis of ability. Thus, inappropriate techniques may be detected and eliminated before they become fixed habits.

10. The Preparatory Book provides exercises which foster additional or follow-up reading. It includes provision for recording data about books read independently. (See pages 95-96 of the Preparatory Book.)

11. The Preparatory Book helps to carry reading over into the field of the various school subjects. It provides activities and materials related to those found in the courses in fine and practical arts, geography, biography, history, arithmetic, composition, and other subjects. The Preparatory Book thus serves as a connecting link. (See pages 10, 19, 31, 32, 39, etc.)

6. USING THE READER WITHOUT THE PREPARATORY BOOK

Although the Preparatory Book is of great value and will actually reduce the total expense of instruction by saving the cost of many other kinds of classroom materials and equipment — not to mention the teacher's time and energy — it is not indispensable. If a Preparatory Book cannot be provided for every child, the teacher should secure a desk copy. The Manual contains instructions for preparatory activities adapted from the Preparatory Book exercises and substantially equivalent to them. The teacher should follow these alternate instructions when the pupils are not supplied with Preparatory Books. If a small set of Preparatory Books can be obtained, individual pupils may take turns in reading the Preparatory Books, and they may then execute the directions given in the Preparatory Books on separate sheets of paper.

7. THE TEACHERS' MANUAL

Purpose of the Manual

It is the purpose of the Teachers' Manual to provide the teacher (1) with a knowledge of the general characteristics of *The New Work-Play Books*; (2) with suggestions as to method of diagnosing and remedying special defects in reading, as to methods of developing skill in word recognition, and as to methods in relation to other common reading problems; (3) to supply detailed suggestions for procedure in the daily lessons; and (4) to provide reading lists from which the teacher may recommend books suited to the needs of her pupils.

CHAPTER III

METHODS OF DEVELOPING CERTAIN FUNDAMENTAL SKILLS

As previously stated it is obvious that if pupils are to learn to meet with keen enjoyment and high efficiency the many needs for reading in the world of today, they must acquire certain interests and abilities. It is the purpose of this chapter to explain the ways in which these interests and abilities are developed in the fourth-year course of *The New Work-Play Books*, and to offer to the teacher certain suggestions for guiding the pupil's learning and development.

These explanations and suggestions will be presented under the following topics:

1. Developing ability to survey words and sentences from left to right.
2. Developing skillful independent recognition of words.
3. Introducing, enriching, and reviewing basic vocabulary.
4. Developing growing ability to "phrase" and to read by "thought units."
5. Developing growing interest and ability in oral reading.
6. Developing interest in varied and desirable types of silent reading.
7. Developing the optimum speed in silent reading.
8. Improving accuracy of comprehension.
9. Improving the level or power of comprehension.
10. Classifying and grouping pupils.

1. DEVELOPMENT OF ABILITY TO SURVEY WORDS AND SENTENCES FROM LEFT TO RIGHT

In *The New Work-Play Books* special attention is given to the problem of developing proper perceptual orientation during the course

of the first and second years. Proper habits of eye movement should be formed long before the beginning of the fourth year by pupils who have worked during the first three years with these materials. If any of the pupils in the fourth grade show frequent reversal errors, it is probably due to confusion in word perception. The teacher will find it valuable to explain and demonstrate correct eye direction; to develop activities in writing, printing, and typewriting; and to use a variety of exercises designed to develop correct perceptual orientation. The teacher will find these various suggestions discussed fully in the General Manual which accompanies *The New Work-Play Books* for grades one, two, and three. The fourth-grade teacher should be very careful, however, not to make pupils, especially the average and better readers, eye-conscious. For further suggestions, the teacher is referred to Arthur I. Gates, *The Improvement of Reading* (revised), The Macmillan Company, 1935, pages 331-371.

2. DEVELOPMENT OF SKILLFUL INDEPENDENT RECOGNITION OF WORDS

To become an efficient and independent reader, a child must acquire the following skills:

1. Ability to learn new words when they are introduced.
2. Ability to work out the full recognition and pronunciation of words that cannot be recognized instantly at sight.
3. Ability to recognize previously studied words with increasing ease, speed, and accuracy.

In a program planned to develop these skills great care must be exercised lest methods be introduced which will conflict with, rather than help, one another. A pupil must become equipped with a variety of skills which harmonize with one another and which he learns to use at the times when, and to the extent to which, they are most useful. Main principles in a word-recognition program are as follows:

The pupil must acquire the habit of reacting attentively to words.

The pupil must acquire the habit of moving his eyes across the word in the left-to-right direction.

The pupil should acquire the habit of comparing words with one another in order to note similarities and differences.

The pupil must perfect the habit of discovering and seeing the most significant features and parts of words.

When an unfamiliar word is encountered, the visual analysis of the word form must precede the sounding of the word parts. Before the pupil can think of the sounds of phonograms, syllables, or letters, he must see them in the word. It is therefore important to help him learn how to detect the parts that will be most useful, both for recognition and for sound.

Visual analysis should, in general, be directed so as to isolate word parts which can be readily sounded.

The pupil must not only know that most words can be broken up into a variety of total sounds, but he must also become familiar with a number of these sounds.

The activities introduced to improve word perception and word analysis should be conducted with words which have already been introduced in the basal program and whose meanings are consequently familiar. The learning experience, in other words, should consist in refining and improving the perception of words previously introduced.

The pupil's attention should be directed to the word features and parts which appear most frequently in the basal program and to words most frequently encountered in children's literature. Thus, in the materials of *The New Work-Play Books*, word parts, phonograms, etc. introduced have been carefully selected and are those most numerous in the basal vocabulary.

Word elements should be introduced by leading the pupil to discover them in words and not in isolation.

Working out the pronunciation and meaning of a word that cannot be recognized at a glance should be carried on when the word occurs in a context that gives it meaning. It is very important that the pupil learn to use word form clues and context clues at the same time. He should be encouraged to try to find familiar parts in words; he should look for features and parts of words and conduct his own little studies in word analysis.

Word-analysis program for the first three years

During the first three years a carefully organized program of word analysis is developed. The pupil who has completed the primary unit of *The New Work-Play Books* has had the following training in word analysis:

1. Experiences in the discrimination of and use of sounds of total words — begun in the Pre-Reading Program.

2. Training in the realization that total words are composed of distinct and distinguishable sounds — begun in the Pre-Reading Program. This includes activities with rhyming words, with words having the same initial sounds, and with oral blending of common word sounds.

3. Establishment of a sense of the nature of the general visual forms of words — begun in the Pre-Primer Program.

4. Various types of comparisons of words likely to be confused because of common letters, phonograms, or syllables, or similarities in shape — begun in the Pre-Primer period.

5. Training in detecting the features of words most helpful in word recognition and in finding similar elements (phonograms, syllables, etc.) in words — begun in the Primer Program.

6. Experiences with initial sounds of words designed to develop the sense of initial sounds and the knowledge that these sounds are represented by the first part of the word — begun in the Primer Program.

7. Establishment of the realization that certain words begin with the same initial letter and that this letter usually has a characteristic sound — begun in the Primer Program. (Note the continual stress in the early work in phonetics on the beginnings of words. This stress, while developing phonic ability, also materially assists in developing correct perceptual orientation.)

8. Activities with specific initial letters and phonograms as listed below — begun in the First-Reader Program.

9. Special exercises for introducing suffixes (*ing*, *ed*, etc.) — begun in the first year.

10. Experiences in noting long and short vowel sounds — begun informally late in first year.

11. Combining familiar words to make compound words — begun in second year.

12. Experiences in finding and sounding syllables — begun in second year. Some of the phonograms and suffixes introduced in the first year, however, are syllables.

During the fourth year considerable word-analysis work is provided as part of the program offered in *Let's Look Around* and in the Preparatory Book. The word analysis work is offered largely as an important part of the program in teaching the use of the dictionary.

In addition, work is provided to (1) continue the study of little words in big words; (2) compare confusing words, especially those containing common phonograms; (3) continue the improvement of phonic sensitivity by means of exercises in rhymes, etc.; (4) continue the improvement of skill in detecting and using syllables in words as an aid to word recognition and pronunciation. In addition to reviewing many phonograms introduced during the first three years, the following phonograms and syllables are presented in exercises in the Preparatory Book, and alternative exercises described in the Daily Lesson Plans:

<i>ac</i>	<i>ness</i>
<i>ad</i>	<i>ex</i>
<i>ble</i>	<i>for</i>
<i>com</i>	<i>gl</i>
<i>de</i>	<i>oa</i>
<i>dis</i>	<i>oi</i>
<i>dle</i>	<i>ou</i>
<i>dry</i>	<i>oy</i>
<i>ea</i>	<i>ty</i>
<i>less</i>	<i>un</i>

Following is a list of all the phonograms introduced during the first four years' work. The year in which each is presented is indicated by the number which follows it.

ac	4	de	4	ight	2	oy	4
ack	2	dis	4	ill	1	pl	1
ad	4	dle	4	in	2	pr	3
ai (<i>mail</i>)	4	dr	3	ine	2	ry	3
ai (<i>chair</i>)	3	dry	4	ing	1	s (<i>final</i>)	1
ain (<i>train</i>)	2	ea	4	it	2	sh	1
air	2	eat	3	kn	2	sk	3
ake	1	eck	3	less	4	sl	2
all	1	ed	1	ly	3	sm	3
an	1	ee (<i>sleep</i>)	1	ma	2	sn	3
and	2	eep	3	ny	3	sp	2
ar (<i>car</i>)	1	ell	2	ness	4	st	1
ark	3	en	1	oa	4	str	3
at	1	ent	3	ock	3	sw	3
ate	3	er	1	oi	4	ter	3
ave	3	est	3	old	3	th (<i>them</i>)	1
aw	2	et	1	oo (<i>room</i>)	2	th (<i>think</i>)	3
ay	1	ew	2	oo (<i>wool</i>)	2	ther	3
be	2	ex	4	ook	2	tr	1
ber	3	fl	2	op	2	tw	3
bl	2	for	4	ore	3	ty	4
br	1	fr	2	ot	2	uck	3
ble	4	gl	4	ou	4	um	1
ch	2	gr	1	ound	2	un (<i>fun</i>)	1
cl	1	ick	3	ow (<i>snow</i>)	1	un (<i>unhappy</i>)	4
com	4	ied	3	ow (<i>cow</i>)	1	wh	1
cr	3					y (<i>final</i>)	1

Skill in syllabication

It will be noted that many of the phonograms listed above form syllables. Before they enter the fourth grade, pupils should have acquired skill in breaking unfamiliar words up into syllables. *The New Work-Play Books* for the primary grades contain a carefully developed plan for producing this skill. Further experience in syllabication is provided in the fourth-grade Preparatory Book, beginning on page 28. Those who are not proficient in this technique should be given special help. One of the best ways is occasionally to demon-

strate how words are divided. This may be done by covering the word with a card and then exposing the syllables one after another while pronouncing them. The child may then be encouraged to break up other words into syllables and to pronounce them in turn. The carefully developed program of training in the use of the dictionary, introduced in the fourth year, provides an excellent opportunity for promoting skill in syllabication. This phase of the dictionary work may be given special attention in the case of pupils retarded in skill in managing syllables.

The development of skill in syllabication is of greatest importance in the fourth and later grades. During the fourth grade a majority of the words which offer recognition and pronunciation difficulties to the average pupil are polysyllabic words.¹ The most natural and helpful unit of attack on polysyllabic words is the syllable rather than the single letters or phonograms which comprise only a part of a syllable. During the fourth grade, normal pupils will be increasing the extent to which they attack words by syllables and decreasing the degree to which they attack words by letter or small phonetic units. This trend should be encouraged by providing an abundance of experience in breaking words up into syllables, recognizing the sound and proper emphasis of each syllable, and then recognizing and pronouncing the whole word by unifying the syllables. Experience in noting accent, long and short vowels, silent letters, etc., and in using dictionary aids (division into syllables, accent marks, diacritical marks for indicating vowel sounds, etc.) should be provided during this period. All these experiences are supplied abundantly in *Let's Look Around* and the accompanying Preparatory Book and in the daily lesson plans, both for pupils using and those not using the Preparatory Book.

It may be noted that the Preparatory Book introduces in specific exercises a relatively small number of particular syllables, in fact, only the dozen, approximately, listed previously. It should be observed, however, that in the list of phonograms, etc., about 67 are genuine syllables (as contrasted with such phonograms as *ai* in *mail*,

¹ For evidence, see E. W. Dolch, "Phonics and Polysyllables." *Elementary English Review*, Vol. 15, April, 1938. Pages 120-124.

bl in *blue*, etc.)¹ A careful study of the frequency of syllables in the vocabulary of *The New Work-Play Books*, the Gates Primary Word List, and the first five thousand words in the Thorndike List was made and used in the selection of syllables and phonograms for this course. The list of 75 (including the 8 from the fifth-grade course) includes the most frequent and useful ones. There are, of course, hundreds of other different syllables but few among them that appear frequently. The purpose of *The New Work-Play Books* is to develop the techniques of syllabication with a total list of about 75 specific syllables and provide practice in using these techniques and in using the dictionary in handling the others. The Reader and the Preparatory Book provide practice in handling many words which contain other syllables without practice on those specific syllables as such. (See, for example, *Let's Look Around*, pages 218, 241, 293, etc., and the Preparatory Book, pages 9, 10, 20, etc.) In these ways provision is made for developing high competence in working out the recognition of unfamiliar words at the fourth-grade level. Further experiences of these types are provided in the fifth and sixth grade programs.

Supplementary practice and remedial work in word recognition

The plan for developing independence in word recognition in *The New Work-Play Books* has been so carefully organized that failure to develop the necessary skills should be rare among children who have followed the program from the first year. Pupils who have shown a marked deficiency in the various skills involved in independent word recognition should be given special instruction.

Most of such pupils can be taken care of by doing some additional work in accordance with the principles outlined above. The teacher may wish them to study the phonograms presented in the first three years (see Manual page 30). If possible for the teacher to do so, it would be valuable to provide the child having difficulty in certain types of word analysis with the corresponding exercises in the Preparatory Book which accompanies the Third Reader, and in some

¹ Eight additional syllables are presented in the fifth grade program, making a total of 75 in the course for the first six grades.

eases the ones which accompany the Second or even the First Reader. However, it is not essential that pupils having difficulties in word recognition be provided with the earlier Preparatory Books. If the teacher can discover the pupil's special difficulties and help him develop the right habits of attacking words, the pupil should be able to develop within a relatively small number of practice periods sufficient independence in word recognition to meet the needs of the fourth grade.

Before beginning extensive supplementary or remedial work in word recognition, the teacher should consider and determine the pupil's status in other phases of reading. Indeed, in the case of any pupil whose reading is deficient, the teacher should consider all phases of reading ability and all possible sources of difficulty, discussed in the following and preceding sections.

For additional suggestions and devices for improving word recognition, the teacher is referred to *The Teaching of Reading: A Second Report*. Thirty-Sixth Yearbook of the National Society for the Study of Education, Public School Publishing Company, Bloomington, Illinois, 1937, pages 277-298; Gates, Arthur I., *Improvement of Reading* (Revised), The Macmillan Company, 1935, pages 276-329; Russell, David H., and others, *Reading Aids through the Grades*, Bureau of Publications, Teachers College, Columbia University, New York, 1938. (*The Improvement of Reading* describes simple methods of diagnosing the difficulties of pupils in word recognition and word analysis.)

3. INTRODUCING, ENRICHING, AND REVIEWING BASIC VOCABULARY

Introducing vocabulary

The Preparatory Book and the alternate preparatory activities introduce a large number of the most difficult or unusual *new* words before they are used in the corresponding Reader selection. By a *new* word is meant one which was not previously used in the basal material of the previous years' programs. The new words are introduced in an exercise in which the meaning is suggested by the content or thought of the printed text.

Enriching and reviewing vocabulary

Following the introduction, many of the new words are used again in other exercises which provide further experience in recognizing them and in reading them in context. These exercises are provided in the Reader, in the Preparatory Book, and in the alternate preparatory activities. A wide variety of enriching and correlating exercises maintains the child's interest at a high level.

The Reader, the Preparatory Book, and the alternate preparatory activities contain a variety of word-meaning and vocabulary-developing exercises. Exercises in classifying words under different general meanings or classes, exercises in selecting synonyms, in selecting antonyms, in selecting definitions, etc., have been provided to develop the pupil's mastery and skill in the use of vocabulary.

Careful work is also done in the Preparatory Book and the alternate preparatory activities in the use of certain derived forms of words. Suggestions are incorporated in the Manual for the review of derivatives. In the third year experiences are included which make use of the suffixes *s*, *es*, *ed*, and of *ing*, *er*, *est*, *ly*, the changing of *y* to *i* with the addition of *es*, dropping the final *e* before adding suffixes, the method of forming and the use of various constructions, and the use and meaning of the suffix *self*. In the fourth year, the common prefixes and suffixes are reviewed and additional ones introduced. Special exercises are provided for contracted forms, such as *haven't*, *we'd*, *we're*, etc. (See page 17, for example, in the Preparatory Book.)

It should be noted that the various exercises mentioned above provide an obvious record of the child's success. The preparatory materials have been so arranged that by marking, underlining, numbering, etc., the pupil leaves a visible record of his reaction to each exercise. The teacher can tell at a glance how thorough the learning has been. Thus, it is possible with these exercises not only to obtain an idea of the pupil's general ability in reading, but to form detailed and specific decisions as to his particular skill in definite phases. The teacher can, if she finds it necessary, provide immediate explanations and experiences needed to enable the pupil to attain the desired degree of mastery. Thus, misunderstandings and difficulties are not

permitted to continue, and serious disabilities requiring extensive and expensive remedial treatment are avoided.

A test useful in diagnosing a pupil's word knowledge in comparison with his speed, accuracy and level of comprehension in reading is contained in the *Gates Reading Survey for Grades 3-10* (Published by the Teachers College Bureau of Publications, Teachers College, Columbia University, New York City).

4. DEVELOPING ABILITY TO READ IN THOUGHT UNITS

Rapid reading requires not only that the pupil be able to recognize a word quickly, on the basis of its outstanding characteristics, but also that he be able to perceive several words in one glance or "eyeful," at each fixation pause, as the eye moves along the line of print, like a grasshopper, in a series of jumps and stops. Rapid and intelligent reading is fostered, moreover, by ability to perceive at each pause a group of words which make a natural thought unit rather than a group which contains words from two different units. Thus in the reading of the following sentences, perception of words in the grouping in the third line is superior to those in the other two:

The / little / boy / is / going / to school.

The little / boy is / going to / school.

The little boy / is going / to school.

Since most pupils have developed considerable power in perceiving words in thought units before they enter the fourth grade, they will require no special exercises for this purpose. What they need is abundant experience in silent reading of materials interesting enough to engage their full attention and easy enough to permit rapid and accurate comprehension. They need also experiences in reading orally material familiar enough to enable them to give their attention to the thought and its expression. For both of these experiences, *The New Work-Play Books* provide suitable materials and natural incentives.

Children who do not show satisfactory ability in reading by thought units are apt to show their difficulties in the following ways:

1. They are word-by-word readers in both silent and oral reading.
2. They make obvious errors in phrasing.
3. They have narrow eye-voice spans or eye-recognition spans — that is, they cannot “see” ahead of the words they are pronouncing in oral reading or recognizing in silent reading.
4. They are usually slow readers in silent reading.

The teacher can discover these difficulties by the use of the following methods:

1. She may note the pupil's speed in silent reading. For this purpose she may use suitable pages from the Preparatory Book or the Reader.

2. The teacher should observe the pupil's phrasing and thought expression in oral reading.

3. The teacher should note the speed and accuracy with which the pupil can find phrases in the text which answer a question or solve a problem. Many of the exercises in the Preparatory Book involve this type of work and can be used in determining the child's speed.

4. The teacher should note the pupil's skill in reading at a glance the headings on a news sheet or a list of phrases on the blackboard.

5. The teacher may expose a series of phrases on cards and determine how many the pupil can read in a single exposure. She may compare the results with those of other pupils.

6. The teacher should note the pupil's eye-movements in silent reading. This can be done by watching his eyes carefully while he is reading.

7. The teacher may expose phrases in a tachistoscope or on flash cards for about one-fifth second each. She may compare the pupil's success in reading them with the records of other children.

When the teacher has determined the particular difficulty which the pupil faces, she will wish to institute a program which will remove the stumbling block from his path. Various devices, such as the use of flash cards, tachistoscopes, and other rapid-exposure apparatus have been employed to develop ability to phrase and read by thought

units. Little or no use of such devices is necessary with the materials in *The New Work-Play Books*. A retarded pupil may profit by a demonstration of how a person reads such units at a glance. The teacher herself can best demonstrate this skill by reading aloud to the pupils. The selection which she reads may be read from the book which the pupil is reading. In such an exercise, the material should be read twice. The first reading by the teacher shows the general pace for reading; the second time it is read she should indicate the thought units or phrases either by means of a pointer or through the inflection of the voice.

Some practice in reading materials at a distance is often helpful. The teacher can guide the pupil in glancing quickly at phrases placed on signs on the schoolroom walls, billboards, placards, or the blackboard. She should also encourage the pupils to read quickly the headings, phrases, or legends on pictures or signs seen in stores and elsewhere. However, it is not enough for the pupil to learn to read at a glance phrases exposed on charts, signs, etc., or shown with a rapid-exposure apparatus. The pupil must also be able to read rapidly by thought units in long passages of everyday reading materials. To accomplish this the pupil should attempt to read at a glance the headings or sub-headings found in supplementary readers, schoolbooks of different types, magazines, newspapers, etc. For the pupil who seems to have trouble transferring these skills to solid reading materials, the teacher may prepare special material. In such material each thought unit should be set off by a blank space, or alternate thought units may be underlined.

5. DEVELOPMENT OF GROWING INTEREST AND ABILITY IN ORAL READING

Importance of oral abilities

In the modern world ability to speak and to read orally is of great importance. The foundation of interest and ability in oral activities must be developed in the primary grades. It is, therefore, important that the teacher provide an abundance of opportunities for speaking and reading orally and that she be careful to avoid practices which are detrimental to the development of these talents.

Foundations for oral activities

In the early work in oral activities, the teacher must consider as the first stage development of the ability to talk without embarrassment to a group. The foundation for good oral reading should be begun through an early enjoyable and educative group of experiences in speaking, telling stories, and discussing problems and plans. The teacher's most important problem, therefore, is to accustom the child to talking with other children with perfect confidence.

Not until the pupil is fully confident before an audience should the first oral reading be undertaken. The teacher should realize that many pupils entering her fourth-grade classroom are really encountering a new audience. Some pupils may be very tense about reading orally before an unfamiliar teacher and pupils. This first oral reading experience should be with material that the pupil has previously read silently and studied sufficiently, so that he can read it fairly rapidly without difficulty.

The first "sight" reading should be done with materials which, although the pupil has never seen them before, contain little or no new vocabulary. When sight materials are introduced in which there is new vocabulary, it is advisable to have the pupil glance briefly over the selection before he reads it orally. If he feels that he can read it satisfactorily, he may be permitted to do so. If he wishes assistance, he may obtain it before reading it aloud.

In connection with oral activities the teacher should be careful to avoid any practice which will cause tension or embarrassment on the part of the pupil. She should not make an error in reading an occasion for correcting the pupil's difficulty in articulation. She should not insist upon basing interpretation upon punctuation. She should be careful about attempting to speed up a pupil's oral reading. To force a pupil beyond his "speed" in a social situation may result in confusion. The teacher should be careful not to let the pupil remain "stalled" upon a word which he cannot recognize, even though this may be a familiar word. When the pupil is reading orally, the teacher should rarely, if ever, have the children in the class follow silently the selection which the child is reading. The teacher should

exercise the greatest care in permitting the audience to utter judgment upon or suggestions about the pupil's oral reading. (For further discussion of these points, the teacher is referred to pages 61-65 of this Manual.)

6. DEVELOPING INTEREST IN VARIED AND DESIRABLE TYPES OF SILENT READING

Value of silent reading

The need and value of both recreatory and work-type silent reading are so apparent as to need little discussion. The teacher of the fourth-year period, however, should be particularly aware of the need for increasing skill in both types of silent reading, since at this level the pupil will be required to read extensively and efficiently in the content subjects.

Materials for developing desirable types of silent reading

The New Work-Play Books provide the following materials and experiences for developing desirable types of recreatory and work-type silent reading:

1. Preparation is made in the Preparatory Book and in the alternate preparatory activities (for classes without Preparatory Books) for free reading of the corresponding Reader without undue interruption due to difficulties in word recognition.

2. The materials of the Reader are not confined to any one type of literature, but provide choice examples of the important kinds of children's literature to the end that the child is familiar with and equipped to explore its outstanding fields.

3. The Preparatory Book and the alternate preparatory activities as well as numerous exercises in the Reader, provide for developing the various important types of work and study reading activities; for example, reading and following detailed directions, reading to note main ideas, reading to note the order of events, reading to find the key sentences, reading to note details, reading to find particular information bearing on a question, reading to predict outcomes, reading to interpret pictures and maps, etc.

4. Exercises in the Preparatory Book, in the alternate preparatory

activities, and in the Reader provide a carefully graded program of rereading, review reading, skimming, and selective reading of materials in both books. Exercises in selecting main and subordinate ideas, outlining, summarizing, organizing evidence, etc., are also provided.

5. Provisions are made to enable the child to express ideas obtained in silent reading in a variety of interesting and purposeful ways.

As pointed out above, a major purpose of *The New Work-Play Books* is to induce the child to read widely in the various fields of literature. To this end, the teacher should have available as many as possible of the books to which reference is made in the Reader and in the Manual which accompanies the Reader. These books cover various levels of ability so that there will be additional reading on each broad center of interest appropriate to children of all levels of reading ability. In addition to having as many as possible of the books referred to in the Manual and the Reader, the teacher should make provision for a free reading period each day. The teacher will find it necessary to exercise some guidance of the children so that they will not attempt to read books that are too difficult for them. It is important that the pupil's experience in the free reading period be pleasant and enjoyable.

7. DEVELOPING THE OPTIMUM SPEED IN SILENT READING

Need for optimum speed

During the first two years of instruction little attention should be given to developing a high rate of reading. The problem in these periods is to develop the fundamental skills upon which speed depends. Accurate and full comprehension at moderate speed is the fundamental aim of the early periods in reading. During the work of the third year, there are few demands for a high rate of reading.

The child will be faced with demands for speed during the work of the fourth year. Any faulty reading habits the child has upon entering the fourth grade should be eradicated promptly so that he will be equipped to meet the demands of the remainder of the year. It has been recommended in the primary unit that the child's reading

habits be observed early in the third year so that any improvements which are necessary can be made in an unhurried program and without resort to extreme remedial measures.

Factors contributing to optimum speed

The materials of *The New Work-Play Books* embody selections for the work of the first three years designed to develop all skills and abilities needed for accurate reading at as rapid a rate as is necessary. The following features of *The New Work-Play Books* are important means to this end:

1. The thoroughness with which basal words are introduced and reviewed. This leads to quick and accurate recognition of individual words.

2. The thoroughness with which skills in working out recognition and pronunciation of new words are developed makes possible quick perception of unfamiliar words.

3. Provision for developing ability of phrasing and of recognizing words in thought units forms a basis for quick and accurate perception.

4. The provision of exceptionally large amounts of reading material containing no new vocabulary assists the child in learning to read at his optimum speed without being hampered with unfamiliar words.

5. The large amount of motivated rereading contributes greatly to the natural development of rapid reading and, in addition, makes possible the beginning of the development of skill in skimming.

Possible causes of difficulty

If the child upon entering the fourth grade still fails to read at an optimum speed, the causes of failure usually are found to be due to the need of additional work in the types of exercises outlined in the previous paragraphs. This difficulty may be due to weaknesses in word-perception, incomplete mastery of an existing basal vocabulary, failure to learn to phrase properly, to perceive several words at a glance, or insufficient experience in reading material free of word difficulties.

In addition, such failure to read at an optimum speed may not be

due to any of the causes outlined above, but to the persistence of certain reading habits which children often establish in the early reading work, and which they usually drop without special teacher assistance when their increasing skills and abilities render such habits unnecessary. Among these habits may be any of the following: (1) using the finger or pointer to lead the eye in reading; (2) definite articulation, either audible or inaudible during silent reading; (3) failure to recognize that increasing abilities permit a more rapid and fluent pace than that typical of early experiences in reading.

Testing speed of reading

If the child reads too slowly, it is obviously necessary to find the exact cause. However, before searching for the cause and prescribing the remedial treatment, the teacher should be very sure that the child really does read too slowly. She may investigate reading speed by using an informal test or giving a standardized test for determining rates of reading. For informal testing, the teacher may use any of the easy materials of *The New Work-Play Books*. It is difficult to define the particular speed of reading which should be expected of children entering the fourth grade. The speed will vary with the difficulty of the material, and what is a desirable rate for one child may be too fast or too slow for another. It is probably most advisable to determine by means of standardized tests the speed of reading of the members of the class.

Each of the eight chapters or units in the fourth grade Preparatory Book begins with a test of rate of reading. The test passages usually contain no words "new" to pupils who have used *The New Work-Play Books* for the primary grades. If it seems desirable, other pages in the Reader or Preparatory Book may be used for testing. In such cases, it is advisable to make up comprehension exercises like those which appear both in *Let's Look Around* and in the Preparatory Book. A good plan is occasionally to use, for testing material, pages that have been previously read. In this way, the rate of reading easy and familiar material is determined.

The procedure for giving these tests is as outlined in the Lesson Plans.

The following table gives the number of words per minute that is commonly accepted as average in silent reading of material appropriate to the grades indicated. But for reasons given previously such figures must not be interpreted too rigidly.

Grade Position	Words per Minute					
	<i>Begin- ning of Grade 3</i>	<i>Middle of Grade 3</i>	<i>End of Grade 3</i>	<i>Middle of Grade 4</i>	<i>End of Grade 4</i>	<i>Middle of Grade 5</i>
Silent Reading	120	140	160	180	200	220

Rate and accuracy of reading material may be measured by using the "Rate Test" of the *Gates Reading Survey for Grades 3-10* which requires 10 minutes. In the case of this test, scores become meaningful when compared with the "norms" provided for this particular material.

A more adequate test of speed and accuracy is obtained by using all the *Gates Silent Reading Tests*. This is due to the fact that children do not read all materials equally rapidly and well. This series tests four significant types of reading as follows:

Type A. Reading to Appreciate the General Significance of a Paragraph.

Type B. Reading to Predict the Outcome of Given Events.

Type C. Reading to Understand Precise Directions.

Type D. Reading to Note Significant Details.¹

Each test provides three scores; (1) number of exercises read (attempted), (2) number of exercises correct, and (3) percentage of exercises correct. The first represents speed of reading, the second, speed of accurate reading, and the third, the fullness or accuracy of comprehension.

¹ The tests listed above are published by the Bureau of Publications, Teachers College, Columbia University, New York City.

Diagnostic and remedial work

In attempting to diagnose difficulties, the teacher may use a standardized diagnostic inventory such as that described in Arthur I. Gates, *The Improvement of Reading* (Revised), The Macmillan Company, 1935, or informal methods.

If informal methods of diagnosis are used, the teacher may find the following suggestions of value:

1. The teacher should investigate the child's ability to phrase or to perceive words comprising thought units at a glance.

2. If the child is not successful in phrasing and reading by thought units, the teacher should investigate the range and the accuracy of his reading vocabulary. This may best be done by having the child read material in the early pages of the Fourth Reader, or selections from the latter part of the Third Reader, *Wide Wings*. As the pupil reads orally, the teacher should note the number of words with which he has difficulty. The test may be supplemented by having the child attempt to read a number of isolated words selected from the word list of the Third Reader which he has studied. If he fails to recognize a large number, one cause of his slow reading is indicated.

3. If the pupil's reading vocabulary is small, the teacher should observe his methods of working out the pronunciation and meaning of new words. If his skill in word analysis is weak, further work along this line is recommended. If he is fairly skillful in word analysis, it is likely that — if he has not used *The New Work-Play Books* in the primary grades — the previous reading program has not sufficiently emphasized the mastery of words. The child may have done too little free reading or had too little review of words with the result that his recognition is often slow and uncertain.

4. If the pupil does not seem retarded in perception of thought units, in phrasing, in vocabulary recognition, or in word analysis, it is probable that the slow rate of reading is due merely to his having formed the habit of reading slowly and being unaware of the power which his increased skill and ability in reading give him. For such a child it is usually only necessary to make it clear to him that he can easily read faster and to encourage him to do so. Timed exercises

may sometimes be used to advantage. In such an exercise, the child is asked to read as rapidly as he can without losing the thought, while the teacher records the required time. In this way the teacher can compute the number of words the child reads per minute. Pupils enjoy both these types of exercises, and after some work, a definite improvement in the rate of reading usually appears. The speed test materials included in the first part of each chapter in the Preparatory Book will be excellent for these purposes.

If the pupil's difficulty is due to leading his eye by pointing with his finger to the words, the teacher may often solve the problem by telling him that he does not need to do this and asking him to drop this technique.

If the difficulty seems to be due to silent or audible pronunciation of the word, it can usually be corrected by work of the type suggested for the child who merely reads slowly from habit.

When the difficulty is due to a lack of the development of ability to phrase and to read by thought units, the suggestions given above in this chapter may be followed.

For pupils who have developed insufficient ability to work out independently the recognition and pronunciation of new words, it is suggested (since these children have probably not used *The New Work-Play Books* in the previous years) that considerable work be done with the materials for the second and third year program, particularly the Preparatory Book. The Preparatory Book is advantageous, for it contains exercises for developing the necessary skills for successful recognition and pronunciation of new words.

In the case of the child whose rate of reading is low and who seems to be insufficiently skilled in a number of the abilities contributing to an optimum rate of reading, the teacher must consider the possibility that the child's deficiency is due to a relatively low intelligence or to general educational backwardness, rather than to any specific difficulties in the reading processes. If possible, the Stanford-Binet test should be given to these pupils. Group intelligence tests which involve reading are not suitable for this purpose, since the score depends considerably upon reading ability. If the child's Mental Age is very low for the grade level, it will be difficult for the teacher to

bring him up to the level of the group by instruction in reading alone.

If the child's Mental Age is high or comparable to that of the group, but his educational background has been poor, continued work by the teacher in improving his reading will usually increase his educational interest and ability, which in turn will result in continued improvement in reading.

8. IMPROVING ACCURACY OF COMPREHENSION

During the fourth grade the child should be able to comprehend the material in *Let's Look Around* with a considerable degree of accuracy. After having read a selection, he should understand and remember the main points. The child whose comprehension is low — that is, the pupil who reports inaccurately, uncomprehendingly, or both, the content of what he has read — merits special attention if he is to be adequately prepared for extensive work in other subjects. Needless to say, the degree of accuracy or fullness desired will vary for different materials and different purposes.

Accuracy of comprehension is tested, together with speed, by the test units with which each chapter in the fourth grade Preparatory Book begins. *The Gates Silent Reading Tests, Grades 3 to 8*, and the *Gates Reading Survey, Grades 3 to 10*, yield standardized measures of accuracy. (See preceding section on speed of reading.)

Low accuracy and incompleteness of comprehension may be caused by the difficulties which result in a slow rate of reading — a small reading vocabulary, difficulty in recognizing previously studied words or in working out the pronunciation and meaning of new words, inability to phrase well, inability to grasp words in thought units, or a habitually slow rate of reading. Methods suggested in the preceding section of this Manual will serve to increase the child's accuracy and fullness of comprehension.

In addition, difficulties in comprehension may result from the child's having read in the first three grades without having realized how thoroughly typical selections should be comprehended. Such a child lacks adequate standards of accuracy, or at least the ability to adopt the degree of accuracy needed for specific reading tasks.

Sometimes defects in comprehension are due to the child's belief that he should remember every detail. Such children overwhelm themselves with details and are unable, so to speak, "to see the forest because of the trees." Other children may content themselves with a very superficial understanding of what they have read. One of the most satisfactory ways of lessening these defects is to provide the child with clear-cut, definite checks upon his comprehension and recall. (The teacher should note the large number of comprehension exercises incorporated in *Let's Look Around* and in the Preparatory Books and the alternative preparatory activities.) With some guidance from the teacher, pupils following a program of definite checks upon comprehension will soon be able to reach a satisfactory level of accuracy and fullness of understanding.

Defects in comprehension may be caused by failure to make sufficient use of the materials after they have been read. This type of defect may best be overcome by constant re-use of materials, as suggested in the Manual which accompanies the Reader, and in persistent use of reading material as a means of leading forward to various activities, such as planning a play, illustrations related to the topic, construction of scenery, etc., — all of which demand attentive reading and full comprehension and often cause extensive rereading.

Children sometimes have difficulty in comprehension because their attention is too largely absorbed in the mechanics of reading. Such pupils show excessive zeal for accurate articulation, for fluency in oral reading, and for speed in silent reading. For these children reading has unfortunately become a form of motor gymnastics in which too little attention is given to thought or interpretation. While it is true that children must master certain skills and abilities involved in the mechanics of reading, the introduction and development of such skills should occur only when needed and to the extent necessary, and should not interfere with the interpretive and broader aspects of the reading process.

9. IMPROVING THE LEVEL, OR POWER, OF COMPREHENSION

Some pupils may be found whose comprehension is reasonably accurate when they read materials of a lower level of difficulty, but who

are unable to read satisfactorily materials of a higher level. The problem of determining the degree of difficulty a particular child should be able to comprehend is, unfortunately, a difficult one. In general, pupils of higher intellectual levels and pupils who have enjoyed a wide range and variety of experiences should be able to understand more advanced material than those of lower intellectual levels and more limited experiences. It is apparent that if the teacher knows the Mental Age of the child, as determined from some such test as the Stanford-Binet, she has some indication of the possible results that she may expect from the child. If his Mental Age is higher than the average Mental Age of the children entering the fourth grade, he should be able to read with profit and enjoyment materials of higher than fourth grade level. If, in addition to a Mental Age higher than average, his experiences have been particularly rich, the teacher should expect somewhat more of him than if his past life had been rather meager in experience. As no definite or simple rule can be stated for meeting the problem of determining the exact degree of difficulty in material suited to each child, the teacher must study the needs and abilities of the individual pupils and then select materials which best meet these needs.

A Level of Comprehension test is included in the *Gates Reading Survey for Grades 3 to 10* (see page 43). To test the level informally, the teacher may use a series of typical selections from carefully graded series of readers beginning with a few for Grade 2 and a few for each grade up to the twelfth. Comprehension exercises should be prepared for each passage and when these are scored, the pupils within a class may be compared. The teacher should note the highest grade level at which reasonably full and accurate comprehension is achieved by each pupil.

The pupil's level, or power, of understanding may be limited by the same factors which affect his speed and accuracy of comprehension: a narrow reading vocabulary; or difficulties in word recognition, in phrasing, and in perceiving words in thought units. Limitations in speed and in accuracy of understanding may also affect the level of comprehension. If a pupil appears unable to comprehend materials of as high a degree of complexity as his intelligence and experi-

ences seem to warrant, his reading is probably affected by the factors listed above, or special difficulties for which remedial procedures should be undertaken.

Additional factors may contribute to failures to advance in level of comprehension. The child who reads little beyond school requirements may not progress satisfactorily. Depth and level of understanding are furthered by wide reading. The remedy for this limitation is to increase the child's interest in reading.

The pupil whose reading has been largely confined to one type of material is likely also to be handicapped. He may be competent in one particular field, but his deficiencies in the vocabulary and concepts of other important fields limit him when he attempts to read a representative range of materials.

Sometimes the difficulty is the result of the child's reading only books that are far below his level of comprehension. In this case the child should be helped to find reading materials on topics of greatest interest to him at his maturity level. These materials should gradually increase in complexity.

At the opposite extreme, the difficulty may sometimes be due to the fact that the child's voluntary reading has been restricted to very difficult books. If the pupil at some stage has been led to attempt to read books that are too far advanced, he may have become discouraged and ceased all reading except that required in the school. The child restricted to material too difficult for him often develops a habit of reading very superficially, noting only occasional easy points.

For pupils whose limitation is due to narrow reading, one type of reading material, use of very easy books, or restriction to extremely difficult books, it is of great importance to determine a suitable beginning reading level. This level should be one at which the pupil can read with full comprehension, but at which the material includes some new words and concepts so that growth may be stimulated. Topics of special interest should be found, and encouragement and incentives should be provided for wide reading. As the pupil's power of comprehension increases, materials of advanced complexity and difficulty should be provided so that he moves on to higher levels, rather than reads indefinitely materials which do not exercise his

growing ability. A precise adjustment to the optimum reading level of the bright child who reads poorly and the duller child who reads well is a task that requires real care and sagacity.

Sometimes a pupil has difficulty in comprehension because he has not learned how to make a thorough analysis of the content of a selection. His reading tends to remain on a superficial level. The remedy for this difficulty is to provide the pupil with comprehension exercises, problems, and projects to guide his reading, all of which should call for a thorough understanding of the problems and an able selection of the materials needed to solve them.

In some cases, poor comprehension level is due in large part to a meager reading vocabulary. In the *Gates Reading Survey* a vocabulary test is included to check this possibility. If the pupil's *vocabulary* grade score is lower than his level of comprehension grade score, work in vocabulary building is indicated as a means of increasing power of reading comprehension.

The teacher will sometimes find a pupil whose main difficulty seems to be that he "is simply not interested in reading." This is a most abnormal situation. Such lack of interest is usually due to some definite deficiency, such as any of those discussed above. The teacher can, therefore, effect a real cure only when she has found the cause and removed it. In many cases, however, after the teacher has made a thorough diagnosis and planned a definite remedial treatment, there still remains the problem of reviving the pupil's interest in reading. In such cases the teacher should find the areas of special interest to the pupil and use materials for her remedial procedure from them. It is as important to find some purpose and reason for reading as it is to find the suitable level of reading on which such a pupil should begin.

In general, when pupils are unable to comprehend fully materials of a suitable level of difficulty, the teacher will find that two important considerations in remedial treatment are, first, the suitable levels of reading on which to begin and, second, important and varied purposes for reading. Setting up problems, finding purposes for which content may be used after it is read, delegating some unusual responsibility to a particular child, such as an important assignment for the

class newspaper, etc., are suggestive of effective purposes for wide reading.

The teacher should keep in mind that whether she is attempting to overcome reading difficulties or is planning further growth in reading for children who are progressing satisfactorily, the learning process will continue most effectively if the reading materials are centered about areas of great interest and value to the pupils, such as the broad centers of interest upon which *The New Work-Play Books* are built.

10. CLASSIFYING AND GROUPING PUPILS

Methods of testing

As has been previously pointed out, *The New Work-Play Books* provide materials and suggestions which will enable the teacher to measure the child's ability and diagnose reading difficulties almost daily. It would be advisable, in addition, to give standardized tests once or twice during the year. One test might be given early in the year so that the results may be used in planning the program to meet the needs of individual children. The second test might be given four to six weeks before the end of the year so that sufficient time still remains to correct any difficulties which then appear. Such tests as the *Gates Silent Reading Tests for Grades 3 to 8*, and the *Gates Reading Survey* can be used advantageously. The use of such tests will enable the teacher to compare the child's attainments with standard norms, as well as to secure a comparison of growth in different phases and types of reading.

Methods of grouping

Most classes will include a wide range of reading ability. The extent and character of this range depend largely upon the method of promotion and classification employed by the school system. The materials of *The New Work-Play Books* have been made adaptable to the common types of classification and promotion. They lend themselves easily to various plans of classification due to the fact that the materials and methods are largely pupil-teaching and the materials and activities fit a wide range of reading abilities and interests within

the class. The materials provide a variety of review experiences for slower learners and at the same time include a large and varied program to meet the needs of the most rapid learners. For these reasons *The New Work-Play Books* can be used in all types of classes, from those in which the range of ability grouping is not the controlling factor of classification.

Regardless of the method of classification, a wide range of ability will persist in the typical class. A plan of subdividing the class for certain parts of the daily instruction is recommended. In this plan some of the time is spent in total class activities. *The New Work-Play Books* make this possible by adopting the unit, or topical, plan of organizing material and by relating various activities to the broad centers of interest of each unit. During other periods the class may be divided into a number of groups, varying from three to seven or eight pupils, the exact number in a group being determined by the size of the class, the range of ability, and other factors. By adopting a plan of subdividing a class, the teacher can work with one group during parts of each day. Indeed, the materials of *The New Work-Play Books* are so nearly pupil-teaching that the teacher will be free to spend considerable time each day working with individual children.

CHAPTER IV

METHODS OF PROCEDURE WITH READER AND PREPARATORY BOOK MATERIALS

1. METHODS OF USING THE PREPARATORY BOOK

The Preparatory Book serves, in general, three main purposes: (1) it provides preparation for the selections in the Reader by supplying background information, developing an interest in the topic, and introducing the more difficult new words, (2) it provides follow-up and review activities for the Reader selections in the form of comprehension exercises, problems in application or expression, and content for further reading. In its provisions for (1) and (2), it provides materials so organized that they test as well as teach; in other words, it provides for frequent diagnosis of reading abilities and disabilities.

Procedures with the Preparatory Book materials

The Preparatory Book offers, in connection with each exercise, definite directions to the pupil which will enable him to work out the assignment without assistance except for the speed-testing exercises, in which he should have the teacher's supervision. The detailed Lesson Plans in the Manual give the teacher the methods of procedure in this case and provide also additional suggestions for correlated class discussions, further reading, and other activities, in relation to the Preparatory Book exercises. * In most cases, the procedure in using the Preparatory Book materials should be as follows:

1. The teacher may state the page on which the pupils are to work, mention the topic and purpose of the exercise, and offer such further introductory remarks as she considers advisable. Since in most cases the directions in the Preparatory Book are sufficient, the teacher may, if she desires, merely tell the pupils to go ahead from the point at which they stopped the last time.

2. The pupils read the Preparatory Book lesson silently. On occasions, if it is desirable for some reason, this reading may be oral; but it is more natural and educative to have the reading done silently. As soon as each individual is ready, he may work out the exercise.

3. The pupils and teacher discuss and correct the exercise. Uncertainties and disagreements during the discussion provide natural incentives for rereading the material.

4. The pupils, with or without the co-operation of the teacher, may use the content of the selection as the inspiration for further related reading, discussion, dramatization, excursions, artistic enterprises, and other projects, in the same manner as that in which the follow-up activities are conducted for the Reader selections.

5. The pupils then read the assignment in the Reader for which the Preparatory Book lessons are preparation.

The Preparatory Book itself gives all the information needed by the teacher about its use except certain suggestions concerning methods of correcting the exercises and ways of using them as objective tests of ability and disability.

Correcting the Preparatory Book exercises

Nearly every page of the Preparatory Book contains questions and exercises which may be corrected and given a numerical value. Unless otherwise stated, the score should be the number of answers correct. It is not intended, however, that, in all these cases, the Preparatory Book exercises should be treated as examinations. It is of utmost importance that the teacher avoid permitting the correction and discussion of the exercises to degenerate to mere routine. The exercises may be evaluated and used in the following ways:

1. The completed exercises, one at a time, may be read silently by all members of the class and then orally by individual pupils, and the choice of response indicated by a show of hands. By means of discussion, the pupils are brought to appreciate the correct response.

2. The same as (1), except that one pupil tells what he thinks is the right answer and the other pupils express agreement or disagreement.

3. The teacher may read the correct answers or indicate them by

showing a corrected page or by placing the answers on the board. Children whose answers are correct may help those pupils, if any, who have difficulty correcting their exercises.

4. Pupils, after completing their exercises, may exchange books and check each other's. Later they may discuss their agreements and disagreements.

5. The pupils may correct their exercises individually by comparing them with a "key" page filled out correctly by the teacher, or by comparing their responses one with another. This practice often leads to useful discussions of differences in opinion and to a rereading of the selection for purposes of verification.

Using the Preparatory Book materials as tests of speed and accuracy of reading

The Preparatory Book contains material which may be used for periodic objective tests of speed and accuracy of reading. A method of determining and recording the speed of reading is given in this Manual on pages 92-93. Pages 92 and 94 of the Preparatory Book explain the method of determining the percentage of accuracy and the method of recording and making a graphic record of both speed and accuracy. Such a record is a useful history of progress for the child. It should not only be used by his present teacher, but kept for teachers in later grades.

Tactfulness in testing

It is highly inadvisable to discuss before the class the relative abilities of different pupils. It is especially unwise to bring to the attention of the class or even of the children concerned the relatively poor showing of the least able pupils. They need encouragement, not discouragement, and instead of ridicule they should have help with their particular difficulties. Low scores are invitations to the teacher to ascertain particular difficulties and provide effective corrective instruction. Suggestions are made in this Manual for providing additional assistance and experience for those pupils whose progress is relatively slow.

In general, it should be understood that the experiences with the

Preparatory Book materials are not to be formal, rigid, and unexpanded. On the contrary, the experiences should, as a rule, be as full of pleasant and profitable discussion, unhampered by time controls and other limitations, as is the work with the Reader selections. Above all, the teacher must avoid introducing into the activities with the Preparatory Book the tense and exacting spirit of an examination. The reading of the Preparatory Book selections should lead on to the most free and fruitful discussions, and to dramatic, artistic, constructive, exploratory, and other activities. That it should do this is among its primary purposes.

2. PROCEDURES FOR CLASSES WITHOUT PREPARATORY BOOKS

Possible methods

When Preparatory Books are not available for every child, the materials may be used in one or more of the following ways:

1. A small number of Preparatory Books may be provided, and the pupils may be permitted to read the literary material from these in turn. Directions may be carried out on the blackboard.

2. The teacher may have one copy and she or various pupils may read the literary material orally, and the class may discuss it, answer questions about it, write sentences or make drawings related to it, etc.

3. In many cases, the material may be written on the blackboard in whole or part and used as a class exercise with individual responses.

The detailed Lesson Plans give specific suggestions for utilizing all the various types of material in the Preparatory Book.

Additional practice material

The Preparatory Book materials and suitable supplementary reading will take care of the needs of all save exceptionally slow pupils. For further supplementary work for these pupils, it is recommended that the teacher take the types of exercise in the Preparatory Book as a model and construct others of the same sort.

The less able readers should be helped to find additional reading material which is related to the topic being pursued, and which offers a minimum of difficulty. This may often be material of third grade

level. Exercises made up by the teacher to test comprehension and to encourage rapid rereading of these selections will be helpful. The value of the comprehension exercises is that seeking the correction of errors is a natural incentive for rereading; and rereading is, of course, easier than first reading. Rereading of the Preparatory Book, the Reader, and other materials, when this is naturally induced and not tiresome, is of great value.

3. PROCEDURES WITH THE READER SELECTIONS

After the preparatory activities are completed, the Reader selection is taken up. The following procedure, in which the exact order of the steps may be varied, is suggested:

Introducing the selection

The first step is to introduce the Reader selection in such a way as to indicate its content and arouse interest in it. The introduction may include one or more of the following procedures:

1. Recalling some activity or point of interest in the preparatory work which relates to the selection.
2. Calling attention to the illustrations and leading from them to the story.
3. Asking questions which the story will answer.
4. Indicating important facts to look for.
5. Telling the pupils of possible follow-up activities which the selection will make possible.

The abler the pupils, the less introductory work of this type they will need. Many children will prefer to begin reading the story without any preparatory discussion. In such cases, they should be allowed to do this unless there is some point which the teacher feels it is important to make in advance.

Silent reading of the selection

Once the selection is introduced, the pupils should be permitted to read it *silently* without comment or instruction from the teacher except as individual pupils may ask for assistance or information. The

child should be permitted to read the story exactly as his parents would take up a book and read a short story in it. In *The New Work-Play Books* this free, uninterrupted reading for pleasure and profit is made possible by the careful and thorough advance preparation provided. It is very important that the pupil's reading in the Reader should be natural and undisturbed.

With very slow pupils and with those who have had limited preparation with the Preparatory Book or similar materials, the teacher may find it necessary to take up the long selections one subdivision at a time and to give more help than would otherwise be the case. In general, however, it is better for very slow pupils to do more preparatory work of the type given in the Preparatory Book than to struggle unduly with difficulties and interruptions during the reading. Only by being ready for what he reads can the child get the sense of freedom in reading that is important to his enjoyment of the work and to his advancement in reading ability.

Oral discussion

Following the silent reading of the story, a general discussion, informal in character, about the episode or the situations revealed may be started. The teacher may first find it advisable to encourage the discussion somewhat by asking questions about the more important facts or events in the story. The suggestions for related reading and comprehension exercises are also fruitful topics for oral discussion at this time. In most cases, it is advisable to let the children work out the comprehension exercises before starting the discussion. The other exercises may be undertaken later. It is desirable, however, that the discussion follow the lines of the greatest interest to the children and that the pupils learn gradually to start and maintain it themselves.

In other words, it is desirable that the discussion be conducted by the group, of which the teacher is an important member. She should not dominate the discussion but should encourage and guide it into worth while channels by careful suggestions, questions, and comments. These discussions will sometimes provide incentives for rereading the selection. They should also stimulate interest in reading related

material along the same line. This is important. The silent reading of matter related to a point under discussion may be followed by oral reading, since the point under discussion is one in which the group is presumably interested.

4. FOLLOW-UP ACTIVITIES

Following the silent reading and class discussion, follow-up activities should be encouraged. These follow-up activities may be linguistic, artistic, dramatic, constructive, or exploratory, or a combination of several of these types. The Preparatory Book in many instances provides activities suited to the selection. The Reader suggests others. The Lesson Plans give many detailed suggestions. A few general suggestions are offered at this point.

Linguistic follow-up activities

Oral reading of the story as a whole or in part may be done after the children become familiar with it from silent reading and are likely to have few, if any, difficulties with word recognition and understanding. It is desirable that the oral reading should be so conducted as to give the child experience in telling a story by reading it to others who may be interested. It would, of course, be better for the children to read the story to persons who have not heard it, to some other child, to the parents, or to a group of friends, exactly as their fathers would read to the family some choice bit of literature which they had come upon. While this is not always possible in the schoolroom, the teacher may herself often act the part of the interested audience. The children should be encouraged to read to her the things that greatly interest them exactly as if she had never heard the stories before. She should, after hearing the child read, discuss with him or with the class some of the characters or events in the stories.

Other linguistic activities, such as further discussion, the writing of letters and compositions, the wording of posters, and the like, should be encouraged. The Reader provides suggestions and directions for some activities of these types and the Lesson Plans contain suggestions for others.

Some stories, moreover, lend themselves to oral rereading because

of their humor or dramatic content, and some poems because of their rhythm. An audience situation can sometimes be secured by giving a child a chance to read to bring out qualities which may not appear so clearly in silent reading. A good device is to have the children reread selections over a microphone in a make-believe broadcast or over a home-made broadcasting apparatus to another class or members of the same class in another room.

Further reading is such an extremely important follow-up of the reading of a selection in the Reader that it will be treated more fully in later sections of this chapter and of Chapter V.

Dramatic follow-up activities

Follow-up activities of a dramatic nature are usually linguistic; but it seems advisable to consider them under a separate heading. In the case of a number of the stories, events and characters are portrayed which the children may like to dramatize. In many cases, the children's interests will lead them to draw pictures for "movies" or to make up play materials and arrange scenes by the aid of which they can re-enact a story they have enjoyed. This active form of expression of interest in the story is to be encouraged. The teacher may find it desirable at first to take the initiative during the planning of dramatizations, but gradually she should try to get her pupils to take the lead themselves. She will then act as one member of the group and help as seems most advisable. In some cases the pupils may develop quite elaborate plans for writing, staging, and acting a play based on one of the Reader selections.

Artistic follow-up activities

After some experience with *The New Work-Play Books*, the children develop spontaneously an interest in giving artistic expression to ideas aroused by the story. They should be encouraged to use this form of expression. The blackboard, the bulletin board, crayons, paper, and other material should be placed at their disposal. While spontaneity should be encouraged, the children should have such directions, guidance, and encouragement as will influence them to show growth in their illustrative efforts. The illustrations in the Reader

have been planned for the dual purpose of cultivating an interest in genuinely artistic expression and enriching the meaningful and imaginative elements of the selections. The teacher should encourage an extension of the child's artistic interests.

Constructive and exploratory activities

In many cases, the discussion following the silent reading of a selection in the Reader may lead to the formation of a plan for some constructive or exploratory project. It is needless to say that these plans, whenever this is feasible, should be encouraged. The Reader and Preparatory Book are arranged, moreover, to stimulate and sustain a number of possible projects closely related to the theme. The Manual suggests others. The teacher will be enabled to give tactful suggestions concerning the choice of activities of these types, where several are possible, and should encourage her pupils to elect and carry out such related lines of action as fit most naturally and most zestfully into their school life.

5. SUPPLEMENTARY SILENT AND ORAL READING

Selecting supplementary reading materials

While supplementary reading is a follow-up activity of the linguistic type, its importance warrants giving it separate and special consideration. After reading a selection in the Reader, the pupils may become interested in reading materials related to the general theme of the selection, possibly in connection with some follow-up project. The teacher should strive to have on hand books, magazines, and other printed materials related to the themes treated in the course and sufficiently limited in vocabulary to permit free reading without too great a risk of influencing pupils to develop and practice undesirable reading habits. If the school contains a separate library room, the teacher in charge should select and display, or at least make easily available, all the materials bearing on the topic being pursued at the time.

Directing choices

By observing the work of pupils in supplementary reading at different stages, the teacher can arrive at a rough classification on the basis

of difficulty of the materials at her disposal. While the pupils should be given freedom to choose the selections that make the greatest appeal to him, it will be advisable, especially in the early stages of reading, to direct his choice to those materials which do not offer excessive difficulty. The Lesson Plans, which appear later in this Manual, offer in connection with each unit, titles of carefully selected materials for supplementary reading. The teacher should remember that some of her pupils will be able to read fifth, sixth, or even higher grade materials. They should be permitted to do so and encouraged to report what they have read to others who are unable to read such difficult material.

Requirements for oral reading

The first step in developing effective oral reading is the planning of genuine audience situations. Such a situation includes: (1) persons who are interested and willing to listen, and (2) a reader with good material which the listeners have not heard. The pupil who proposes to read to an audience should know that he ought to be able to select good material for reading and be prepared to read it effectively. This latter requirement means that:

1. He should be thoroughly familiar with the ideas to be expressed.
2. He should have mastered the pronunciation and meaning of the difficult words.
3. He should be able to read clearly with a pleasing tone of voice and with suitable expression.

The real test of the pupil's oral reading is the degree to which he succeeds in interesting his audience. Except in the case of very sensitive readers, the audience should be permitted to express themselves freely, though courteously — to ask the pupil to read louder, slower, more distinctly, more naturally, to repeat or define a word or phrase, etc. The teacher should, however, be cautious about having the audience pass judgment on the child's oral reading. Despite the fact that in some cases this device apparently works well, it is a dangerous practice. Even adult speakers find this a very trying experience. To young children, it is often more disturbing than appears on the surface. Since the gains that may result from such a practice are

far overshadowed by the dangers, it is recommended that the practice be entirely avoided. The teacher should keep in mind that it is most inadvisable to embarrass a child in any way, whether it be in oral reading or some other phase of the school work.

The teacher's function in oral reading

In the main, the teacher's functions in connection with oral reading are:

1. To provide incentives; *i.e.*, audience situations.
2. To help the pupil find materials suited to the audience.
3. To help the pupil prepare himself to read effectively.
4. To exercise influence, as needed, upon the reaction of the audience.

Providing audience situations

The less artificial the audience situation, the more effective it will be. A common interest in a topic, as stated above, provides many incentives. Pupils should be encouraged to search newspapers, magazines, reference books, etc., as well as storybooks for materials bearing on any general theme which the class may, at the time, be considering. They should also be encouraged to write stories, verse, rhymes, invitations, announcements, suggestions, and other material especially for the group and should be given opportunities to read these to the group. The teacher should provide special occasions for readings and reports. Hours may be set aside for book reviews and reports, for the oral reading of poems, songs, original compositions, current-event items, and so on.

Helping pupils to find material

After the pupils have completed any selection in the reading course, the teacher should suggest possible sources of material and encourage independent research in connection with the topic just considered. In some cases, she will give hints to individual pupils concerning particular sources of material suitable for reading to the class. The Lesson Plans suggest titles of suitable books. Other sources, especially current publications, reference books, etc. may be suggested. The teacher should try to guide the pupil's reading so that he will

read additional material rather than material that is practically the same as in the original selection. Thus she will help him to cover the topic more fully and will also provide more opportunities for oral reading. It is important to remember, as has been stated earlier, that some pupils in the fourth grade can read fifth, sixth, or even higher grade materials, whereas the weakest pupils may profit best by reading materials of second or third grade difficulty.

Helping pupils prepare

Pupils should not be forced to read before an audience without preparation. Even experienced public speakers and actors are loath to do this. Indeed, one of the causes of artificial and ineffective oral reading among school children is the embarrassment and tension caused by the older type of instruction which required pupils to read to the class materials on which they were inadequately prepared. The panic which descends upon many adults when they are called upon to read or speak before an audience probably had its origin in some cases in oral reading lessons of this type and "public speaking" sessions. It is of utmost importance that such distressing experiences be avoided.

The remedy is to have the reader well prepared and the audience so mentally adjusted as to be sympathetic and helpful. Timid pupils and poor readers should be familiar with their material and should carefully rehearse the reading in private before appearing before the class. Pronunciation, inflection, and other elements of speech may be dealt with most effectively by the teacher in private. Even then, it is advisable to say little about them until the pupil is quite familiar with the selection, lest attention to them distract the pupil too much from the thought, and result in a reading which, although mechanically correct in details, lacks naturalness and spontaneity. If speech difficulties are many or serious, it is much better to correct them in special lessons than during an oral reading period.

Helping influence the audience

One of the most important factors in the oral reading situations is the reaction of the audience. A severely critical or hostile or indifferent or ridiculing audience can upset even a very experienced per-

former. A sympathetic and appreciative audience, on the other hand, may be a help and inspiration. Approval and encouragement from the audience are powerful incentives. The teacher should educate and manage the audience as well as the performer. She should try to develop an *esprit de corps* of helpfulness and appreciation, which is critical only constructively and which shuns ridiculing or otherwise embarrassing the pupil who is trying to do his best.

6. READING AND MEMORIZING POETRY

Let's Look Around contains a number of attractive poems, many of which are printed on especially illustrated pages. The pupils should be given every opportunity and incentive to enjoy these. They should usually be permitted to read them silently at first and orally at their leisure. A poem should never be used as the basis of a formal group recitation or as an examination in reading or pronunciation. Enjoying a poem and taking a public examination are two things that do not go together. The teacher or a pupil who reads verse well may do so before the group, and a discussion of the ideas and images contained in or suggested by the poem may follow. The discussion should be so directed as to emphasize the features which appeal to children and which stimulate youthful imagination. Thus introduced, it may lead to very fruitful activities in memorizing the verses under consideration, composing original poems, looking up poems to read to the class, and in developing artistic and dramatic expression.

Memorizing poetry

It is unwise to force children to memorize poems against their will. The authors have selected poems that are likely to make a strong appeal to the children's interest, and it is to be expected that most of the children will, of their own initiative, learn many of them in the course of time. The best type of memorizing is that which occurs unintentionally as a result of the child's enjoyment of the poem.

Some "Don'ts" to observe in teaching poetry

In the teaching of poetry, the teacher should be careful not to:

1. Make the work formal and exacting.
2. Impose adult standards of understanding and appreciation.

3. Repress genuine, even if unusual, tastes and preferences.
4. Over-emphasize the formal aspects of expression.
5. Carry analysis beyond the degree which contributes to appreciation.
6. Insist on memorization.

Some suggested procedures

The following indicate a few desirable practices in the treatment of poems:

1. Read to pupils, at suitable opportunities, poems other than those in the Reader, merely for their appreciation, and without making a fuss about it afterward.
2. After the initial reading the pupils may be encouraged to join with the teacher as she reads or says the poem. Later they read the poem together without the teacher. Many poems are effective when read in chorus, and children usually enjoy this type of reading.
3. Encourage pupils to write and recite nonsense rhymes, jingles, etc., as well as more formal types of verse.
4. Encourage the collecting of poems and the making of booklets in which poems are pasted or written and accompanied by illustrations.
5. Encourage pupils to find or draw pictures to illustrate poems read in class.
6. Encourage pleasurable memorizing by providing incentives for repeating poems in part; for example, by asking for the part of the poem which answers a given question, goes well with a given illustration, or would be suitable for a stated purpose, etc.
7. Encourage the dramatization of story poems.
8. Encourage the making of a Class Book of Verse with, possibly, some poems on the topic of each unit in *The New Work-Play Books*.

Poems for reading to or by fourth grade pupils

A list of books of poetry suitable for use with *The New Work-Play Books* in the fourth grade will be found in Appendix III, pages 285-287 of this Manual. Appropriate poems are listed in relation to each unit.

CHAPTER V

COLLATERAL AND SUPPLEMENTARY READING ACTIVITIES

1. DEVELOPING ABILITY TO READ BOOKS OF MANY KINDS

Importance of learning to do many types of reading

The New Work-Play Books provide for the development of the basal interests and ability needed in a wide variety of reading situations. The course is designed, moreover, to provide natural incentives for reading many kinds of books (histories, geographies, reference books, storybooks, books of verse, etc.), periodicals, and other materials in exploring topics related to activities initiated in the reading class work. It is organized also to develop an interest in wide independent reading. As far as possible, *The New Work-Play Books* themselves provide guidance in the use of these other reading materials.

The fact remains, nevertheless, that the teacher should do much to guide the pupil in developing sound interests and skill in the reading done in relation to other school subjects and activities. It is not enough for the pupil to become a proficient reader in the reading class alone. He should carry over and adapt the basal techniques here developed to the reading tasks and opportunities encountered in other school work and in his home life. He should learn how to use various types of books and how to meet many types of reading needs. In this section, suggestions for further training are briefly outlined.

2. SUGGESTIONS FOR FURTHER INSTRUCTIONS IN THE USE OF BOOKS

Abbreviations, guides to pronunciation, etc.

Practices vary considerably in the method and time of introducing abbreviations, prefixes, and suffixes and the meaning of various symbols employed in many dictionaries, such as the hyphen for certain syllabic divisions and various diacritical marks. In many schools

such facts are introduced in the spelling rather than in the reading class. Many teachers prefer to explain these facts in response to individual needs or as occasions require. Such information is most effective when introduced as a response to a practical need. But knowledge essential to the pupil's advancement should not be left to chance. *Whenever the pupil's search for information will clearly be furthered by his knowing certain forms or symbols, a lesson on these should be given.* Pages 218, 241, and 293 of *Let's Look Around* give simple lessons on accent marks; pages 179, 241, 264, and 311 develop the use of diacritical marks for long and short vowels; guide words are introduced on page 277 and words to help with the diacritical marks are given at the bottom of each page in the "Short Dictionary," pages 390-405.

Reference books

Careful instruction in the use of reference books should be provided. It is not possible to include all the essential instruction on this topic in the Preparatory Book or Reader, for the reason that it must be applied to the particular books available in a school. The variety of such books in use is so great that no one is sure to be found in every school. The teacher should encourage the children to use such works as *The Book of Knowledge*,¹ *Compton's Pictured Encyclopedia*,² *The World Book*,³ etc. (a more extended list of junior encyclopedias is given on page 44 of *Let's Look Around*), and, in connection with the follow-up work in reading as well as in relation to other subjects, such books on science, history, geography, plays and games, etc., as are available. When such a book is first introduced, the teacher should explain its features, such as the title page, table of contents, index, glossary, chapter and paragraph headings, references, footnotes, etc. A visit to the public library to examine such reference books for children as are available, will be helpful.

The New Work-Play Books are organized to encourage wide reading, over a period of time, on one topic. Each unit provides ample opportunities for the use of various sorts of reference books, magazines, and other publications. The teacher may, with an average class, give

¹ The Grolier Society.

² F. E. Compton & Co.

³ W. F. Quarrie & Co.

instruction in the location and use of such reference books as are available in connection with the first unit of work and should review and extend this instruction with each succeeding unit.

The following are suggestions which, expanded, shortened or otherwise adapted in relation to the particular children, topic, and books under consideration, may be helpfully used:

1. *Using an Encyclopedia for Young People.* First notice the number of books in the set. Each book is called a "Volume." How many volumes are there? Take down Volume 1. Open it at the first page, the title page. Who is the author or editor? Write his name. Do you suppose he wrote all this encyclopedia by himself, or do you think he had helpers? By whom is this encyclopedia published? It is important to know the date on which such a book was published. You will then know how recent is the information you are reading. Some information may have been changed by the discovery of new facts since the book was written. You will find the date when the book was published given on the copyright page. This is almost always the page that follows the title page. Articles on the very latest discoveries will not be in an encyclopedia. Why? You must look in magazines and newspapers for such information. What is the date of publication of the book you are reading? The date on the title page — if there is a date there — tells in what year the book you are looking at was printed; but the copyright date is the important one to look for, because it tells when the book was *first* printed. (See also the lessons on pages 46 and 376 of *Let's Look Around*.)

The word "Index" is printed on the back of one of the volumes. What is the number of this volume? What is the index for? Take down the index volume and look for the letter "R" in the index. Find the word "Robin." What are the page numbers on which you will find something about robins? Now let us see if we can find the article about robins. (It will, of course, be advisable to substitute some topic of immediate interest.)

Look up the word "Rodents" in the index. What is the page number on which you will find information about the beaver? Let us see if we can find it.

You may now read the articles on robins or rodents (or some topic of current interest). Take down one volume at a time and turn immediately to the page you want. Make a list of any details you found in the encyclopedia that were not in your reading book. (See also the lesson on the Index on pages 362-363 of *Let's Look Around*.)

2. *Finding References.* When someone tells you to look up information in a certain book, he is "referring" you to that book. When he gives you a definite subject to look for and tells you the page on which it will be found, he has given you a "reference." It will help you in studying if you can find quickly any references that your teacher may give you. Sometimes one book gives a reference to another and you will need to look up that reference, too.

Try to find these references in the encyclopedia. Read the article quickly, keeping in mind the things you are to look for. When you have found the answers, write them down in as few words as possible.

I¹

The article on "The Dog" is in Volume IV, beginning on page 1986. Look for these things in this article.

1. Foods that a dog should not have.
2. How often to bathe dogs.
3. What to do when your dog is sick.
4. The names of three dogs that work.

II

The article on "The Cat" is in Volume III, beginning on page 1234. Look for these things in this article.

1. The names of three members of the cat family.
2. Where the term "pussy cat" came from.
3. The chief value of cats.
4. How cats use their whiskers.

3. *Preparing a speech.* If you have found some interesting material about a topic which your class is studying, it would be fine to tell about it. The class will be glad to hear you if you can give your talk well. This is easy to do if you are well prepared beforehand.

¹ The references given in I and II are to *The World Book Encyclopedia*, 1939.

First of all, choose a subject which interests you and which you think will interest most of the class. If it is the sort of topic you can look up in an encyclopedia, start by finding out what the encyclopedia has to say. Write down the name of the book you are using and the volume and page number on which you find your material. Then, if anyone thinks what you say in your speech is not correct, you can tell him exactly where you got your information. Glance quickly over the article to find the most important topics. Make these the main headings of an outline. Now read each topic carefully, choosing the most interesting details concerning it. Set these down briefly under each of the main headings.

If you don't find what you want in an encyclopedia, consult a good book that has an article on your subject. If you need more details, look for a whole book on your subject. Use the table of contents and the index of the whole book to help you find what you want. (This suggestion may involve teaching the pupils how to find materials in the card index, etc. in the library.)

3. DEVELOPING INTEREST AND ABILITY IN RECREATIONAL READING

A primary objective of *The New Work-Play Books* is to foster in young people a love for reading, to improve their taste for literature, and to give them the skills which make wide reading possible and enjoyable. To accomplish these major purposes, *The New Work-Play Books* were developed to introduce the pupils to the best examples of all the important types of literature, to help them learn to read these selections with maximum enjoyment while teaching them the techniques essential to effective, trouble-free reading, and to give them the titles of other similarly delightful selections varying in length from short to full book size. These references will be found in the following places:

(1) In notes to the pupil following nearly every selection in the Reader.

(2) In notes for the teachers in the introductory section of the Lesson Plans in this Manual for each chapter in the Reader.

(3) In Appendix II, in this Manual, entitled "Additional Books for Supplementary and Leisure Reading."

(4) In Appendix III, in this Manual, entitled "Books of Poetry Suitable for Use with Fourth Grade Classes."

(5) In Appendix IV, in this Manual, entitled "Magazines for Pupils of the Intermediate Grades."

The teacher should become as familiar as possible with the books and materials in these lists. She should also keep posted on new books as they appear. Reviews and descriptions available in the reports of the American Library Association and other agencies should be regularly read. One of the most important of the teacher's functions is to be an intelligent guide in the choice of books by individual pupils. She should know what books are most suitable in level and content for each pupil and she should be skilled in recommending such books in ways that appeal without giving the impression of dictating choices or assigning reading chores.

Another responsibility of the teacher is that of making as many of the desirable books as possible readily available to the pupils. The best place to have them is right at hand. Generously supplied and well located book shelves and reading tables in the classroom are excellent incentives. An attractive and well supplied school library — properly used — is the next best facility. If these two types of facilities are not entirely adequate, the teachers should make the most strenuous efforts to secure books from public libraries, visiting library services, private loan services, private (home) libraries or books shelves, and in other ways. Easy access to the best literature is absolutely essential to the cultivation of good taste in and wide reading of literature.

No basal reading program and no combination of basal readers and supplementary readers is alone sufficient to enable pupils to learn to love reading. The basal reading books give the pupils the basal equipment of interests and skills but they cannot possibly supply the full flowering of the habit of reading with enthusiasm. Much more reading material is necessary, and the school should assist as far as possible in providing it. Unless it does so, reading as a joyful life project may wither away after it has been given a healthy first growth in the basal program.

It is not enough that an abundance of choice literature be physically

easily available. The pupils must also have abundant opportunity to read *under the proper circumstances*. They must have time. The school must schedule generous allotments of time for "free" or "leisure" reading. These periods should be long and frequent. The teacher must assume responsibility for helping pupils to learn to make constructive use of such "free" periods. The school should assume responsibility also for encouraging parents to provide time — materials also where possible — for recreatory reading in the home. Plenty of time, free from other distractions, must somehow be provided if zest for reading is to be given full opportunity to flower.

The method and spirit employed for the reading periods are quite as important as other features. The joy of reading can be killed by poor management of the leisure reading periods at home or school. It is of utmost importance, of course, that each pupil be supplied with materials of suitable difficulty and character. But it is equally important that generous — very generous — provision be made for uninterrupted, absolutely *free* reading for the jolly good fun of it and no questions asked.

An error to be avoided is over-teaching in connection with recreational reading. For children, as for adults, the fun of reading may be spoiled by interferences and interruptions. Too obvious supervision, or too many questions, may chill a youngster's ardor for reading. Merely requiring a pupil to tell what he liked best and why, to write a summary or review, to recall the names of characters, etc., may put a cloud over the whole period of reading. To require the child to do comprehension exercises or make an outline may make a study period out of what might have been sheer recreation. In general, it is a serious error to assume that these reading periods should be conducted like the activities in the basal program. In the latter, questions and discussions, motivated rereadings, etc., are necessary means of diagnosing difficulties and developing the techniques which make reading efficient and zestful, but they must not be used too much. For most children, they are used sufficiently in the basal program, and pupils are therefore free to read freely on the recreational periods. It is especially important that they read merely "for the fun of it and no questions asked" in the field of general literature — short stories and

longer fiction, drama, poetry, and various "popular" materials, such as historical narratives, travel, adventure, biography, popular science, etc. (There is no intention in the above discussion to suggest that the children be discouraged if they wish to report to the teacher what they read, what story they enjoyed, etc. On the contrary, opportunities for such informal reports should be provided.)

Magazines and Newspapers. Marked advances have been made in the last decade both in the quality and quantity of magazines, newspapers, and other periodicals for children in the intermediate grades. An important part of the reading program in these grades should be the cultivation of interest in and ability to read these materials with enjoyment. The schools should provide as many of these periodicals as possible. In many instances parents are willing to subscribe for some of them, if they know about them. It will be highly desirable to have a file of some of these periodicals in the schoolroom. In the case of a number of the publications, valuable suggestions are contained within the material itself of increasing interest and ability in their use. These should be used with the cautions suggested in the preceding paragraphs lest their use become a formal assignment which spoils the fun of the reading. A select list of such periodicals appears in Appendix IV.

Use of the Library. If the school contains a library, the teacher in charge should co-operate with the pupils in finding materials related to their reading topics and projects and to other interests. In the fourth grade, it is usually advisable to teach the pupils how to use the card catalogue, book lists, and announcements; where to find displays of new books; how the books are arranged; and so on. Suitable descriptions and reviews of books, especially reviews by children of similar age to those in the class, should be made available. At this time the pupils may be taught how to prepare reviews or impressions of books they have read. This is an excellent summarizing practice. These reports may be made available for other pupils either orally or in writing. In brief, fourth grade children should be introduced to all the facilities and privileges of the ordinary school library. If a public library is accessible, it should be visited, as has been suggested earlier.

The teacher may keep in a loose-leaf notebook a file of the reviews of books written by her present class and by previous classes. This should be placed where the pupils will have convenient access to it. If there are typewriters in the school, the pupils may type their reviews before they are filed. If there is a school newspaper, or a class newspaper, one section might be devoted to book reviews, library notices of new books, etc.

Encouraging Pupils and Parents to Secure Books for Children. Several studies have shown that mere accessibility of good books in the home is an important factor in determining children's interests and tastes in reading. If the home does not provide suitable books, children cannot enjoy and profit by reading during their free time in the household. Over a period of years, pupils living in homes which provide both books and opportunities to read them are likely to show greater gain in reading taste and power than those whose homes are barren of both. The teacher, whenever possible, should attempt to help parents make arrangements for meeting reading needs in the home. The possibilities of borrowing books from the school and other community libraries, of organizing neighborhood clubs for circulating books, and of purchasing books individually or in groups should be explained. The merits of such organizations as the Junior Literary Guild should be pointed out. The Junior Literary Guild, under the editorship of Helen Ferris, Mrs. Franklin D. Roosevelt, Mrs. Sidonie Gruenberg, Angelo Patri, and a corps of able assistants operates a very intelligent "book-of-the-month" plan for boys and girls. It selects and distributes splendid books for several classes of children, such as (1) boys and girls 6, 7 and 8 years old; (2) boys and girls 9, 10 and 11 years old; (3) girls 12-16 years old; and (4) boys 12-16 years old, together with monthly descriptions and reviews of other recent books for children of these ages.¹ The pride of ownership, itself, is a factor contributing to enthusiasm for good reading. It should be made possible early in a child's life.

¹ The Junior Literary Guild, 9 Rockefeller Plaza, New York City.

4. DEVELOPING VARIOUS READING AND STUDY TECHNIQUES IN COLLATERAL READING AND IN STUDY OF THE SCHOOL SUBJECTS

As stated earlier in this chapter, *The New Work-Play Books* are designed to develop the most important reading and study skills. The teacher must assist in carrying these abilities over to the reading of various subject matter fields and various kinds of books such as school texts (which differ greatly in character), popular informative treatises, articles in various magazines, encyclopedias, etc. In this work fine discrimination is needed to judge when to let the pupils read freely by themselves and when to assist in analyzing the material and refining various reading and study skills. A certain amount of guidance is advisable in connection with the reading of texts in the other studies, and reading various types of informative materials. The needs, however, differ greatly with individuals. It is important to judge accurately which pupils need special help and what kind they require.

As was pointed out in the preceding section, provision should be made for much reading of informative materials — history, science, travel, biography, etc. — which is entirely free of tests, comprehension exercises, and teaching of any sort. Unless such provision is generously made, pupils can hardly be expected to learn to enjoy reading such material.

5. EXERCISES FOR DEVELOPING VARIOUS READING SKILLS IN CONNECTION WITH COLLATERAL READING

In this section will be described briefly a number of types of exercises for use in guiding and developing various forms of understanding, organization and use of materials read. Most of these and other forms will be found in full detail in the exercises in *Let's Look Around* and in the accompanying Preparatory Book. From these suggestions, the teacher may develop materials to use in connection with various supplementary reading materials as required to meet the needs of individual pupils.

In schools which are departmentalized at this grade level, it is important that the teacher of reading secure the co-operation of other teachers in achieving the purposes outlined in the preceding paragraphs. The ill effects of conflicting types of suggestions and of failure to "carry over" skills developed in reading to the other subjects should be avoided by concerted action. The reading teacher should assume responsibility in her work for giving suggestions and providing experiences of value in the various subjects, and the subject matter teachers should, in their work, help diagnose and develop reading interests and abilities which are most effectively secured in these areas.

1. *Questions.* Questions may be asked concerning main or significant facts. It is advisable to avoid questions concerning trivial items. Questions requiring answers which can be reasoned from the facts given but which are not answered definitely in the book, are especially useful for cultivating alert and thoughtful reading. To help the pupil to discriminate between good questions and poor ones, give several questions on one point and ask the pupils to select the best one. The pupils themselves may write questions related to a selection or part of a selection and ask other pupils to answer them. The pupils answering should be permitted to object to an unsatisfactory question.

2. *Finding the Central Idea.* In a paragraph, often at or near the beginning, the writer usually puts a sentence which tells what the paragraph is about. This may be called a "key sentence." Older students would probably call it a "topic sentence." Skill in locating key sentences contributes to ability to outline, to select the central idea, list items in sequence, state questions answered by material, and summarize. Children may be given exercises first in finding the key sentence in one paragraph, then those in a group of paragraphs and finally in supplying a suitable title for a story — a key title, as it were. They may also be given practice in finding a specified number of important points in a selection. The "key sentence" device is useful in preparing notes for an oral presentation in many forms of linguistic activities.

3. *Recalling and Determining the Sequence of Events.* For practice

in recalling and determining the sequence of events in a narrative they have read, the pupils may:

- a. Recall scenes in a familiar story in proper sequence.
- b. List disarranged sentences or topics in proper sequence.
- c. Develop plans for dramatizing a story.

4. *Predicting Outcomes Implied but not Fully Given in the Material.*

The competent reader is able to see (mentally) beyond the material he is reading. At least, he is able, after reading, to think beyond the content and foresee possible outcomes or next steps or logical consequences. This type of reading is of great importance and should be cultivated. It may be developed by interspersing questions or statements at well selected intervals in the text which request the pupil to predict the next step or issue. The pupil then checks his prediction by reading ahead. This type of exercise may be used in connection with many types of materials — fiction, informative selections, plays, etc.

5. *Deciding upon Relative Importance of Data.* For practice in deciding as to the relative importance of statements, the following exercises may be used:

- a. Select from a number of statements in a rather long paragraph the two or three that are most important, next most important, etc.
- b. List the most important points in an informational selection.

6. *Outlining.* The simplest method of developing an outline is by means of questions. As the pupils become more experienced, they will be able to supply some topics, at least, without the aid of questions. Teachers should choose material for outlining carefully and provide a genuine incentive, such as making an outline to use in repeating a selection to the class or to use in planning to dramatize a story, etc.

- a. Three types of questions to use in developing topics:
 - (1) Questions concerning main points to bring out main topics.
 - (2) Detailed questions to bring out supporting details.
 - (3) Questions as to relative worth of details mentioned to decide as to which shall be included.

b. To teach the arrangement of an outline in proper form:

- (1) List the most important points under the Roman numerals I, II, III, etc.
- (2) Select the details that should come under I, II, etc., and number these A, B, C, etc.

7. *Summarizing.* The children should be encouraged to summarize by giving the main points in a paragraph or article; that is, by telling very briefly what the paragraph or selection contains. They should be led to reread in the interest of accuracy after they have written their summary. A class discussion of such summaries should be provided.

The following types of summary should be given consideration:

- a. Summary of the main ideas in a selection.
- b. Summary of the things that interested the pupil most.
- c. Summary of the points relating to some question or topic.

8. *Validating Statements.* The pupils should be encouraged to look up in reference books and to seek from any reliable sources evidence of the truth or falsity of statements about which they are in doubt and which are of interest because of relationship to some topic under discussion.

9. *Selecting Valid Conclusions.* It is desirable that the children should learn to do the type of reading that is designed to encourage them to draw inferences or argue a point with themselves. The right kind of question is probably the best means of stimulating thinking and the drawing of conclusions during reading. Such questions as the following are suggested:

- a. What would happen if . . .
- b. Under what conditions would you do so and so?
- c. What would you do if . . .
- d. What might cause you to change your opinion?
- e. What might have caused a different result?

The following are suitable procedures to use in giving the pupils practice in drawing valid conclusions:

- a. Solving a riddle.
- b. Classifying words.

- c. Making one word fit a descriptive paragraph.
- d. Reasoning out an answer to a problem question.
- e. Reading widely to solve a problem.
- f. Guessing the ending of an unfinished story.

10. *Skimming and Scanning.* There should be much practice in skimming reading material rapidly to find out significant materials. For example:

- a. Skimming newspapers or magazines to find an article giving information related to some problem, and then scanning this article to find the answer to the problem.
- b. Rapid rereading to find material that answers a question, settles an argument, removes a doubt or uncertainty, etc.
- c. Skimming of indexes to locate a topic, and scanning of pages referred to.
- d. Skimming a reading assignment to find out what it is about, then reading it more slowly.
- e. Reading to find the answers to questions given in advance.

11. *Reading of Graphs.* The children may learn to read simple graphs such as those sometimes found in arithmetic work, or graphs constructed to record their gain in weight, height, gain in speed of reading, number of books read per month, records of temperature, or other data of immediate interest. Let each child prepare one such graph or more and give opportunity for reading simple graphs. In arithmetic, give attention to the reading of graphs.

12. *Reading of Directions and Notices.* Modern life places increasingly exacting demands upon ability to read directions. Although it places special emphasis upon accuracy of understanding, speed is often highly rewarded. The reading of precise directions is probably the most exacting form of reading and requires the highest concentration. Due to the fact that oral teaching has been so highly cultivated in American schools, reading of directions is often underdeveloped. The teacher should, therefore, give as many directions, especially interesting ones, as she conveniently can, in printed or written form instead of in oral form. Many announcements of interest and much instruction in school subjects and activities may be presented in written form.

13. *Visualizing*. In order to give practice to the imagination by visualizing, the pupils may —

- a. Describe scenes suggested in a story.
- b. Draw illustrations of episodes in a story.
- c. Find selections in a story to match pictures.
- d. Arrange or draw pictures to outline events in story, i.e., reproduce story in pictures.
- e. Convert a story into dramatic form, planning acts and scenes and writing dialogue.
- f. Impersonate characters or dramatize episodes.

14. *Book Reviews*. Many children in the fourth grade will enjoy giving in oral form, or in writing, reviews of books and articles they have read. The written reports should be read to the class, and exceptionally good ones may be circulated through the class either in the pupil's writing or in typewritten or mimeographed form. Many children will enjoy preparing an illustrated book review — an account illustrated with pictures drawn and colored by the pupil. Care must be exercised to avoid formal demands for book reviews and other reports. The work must not be permitted to degenerate into an uninspired chore.

6. DEVELOPING A MEANINGFUL VOCABULARY

The Study of Words. One of the objectives of *The New Work-Play Books* is to develop in the pupils a large vocabulary and a fine sense in the choice and use of words. The program seeks to achieve these ends primarily by the *intrinsic method* — that is, it seeks to make the development of a rich vocabulary a natural and necessary result of genuine language activities, rather than the outcome of artificial drills. Growth in vocabulary and word power is obtained by carefully selecting the vocabulary for the reading material, by providing content to give the words life and meaning and by providing for review and extension in significance of these words in realistic follow-up activities.

In all these exercises, the plan is to have activities in the use of the dictionary, encyclopedia, and other reference books, and consideration of the meanings and uses of words, appear as a natural

and reasonable extension of the exploration of a field of reading interest and not as a drill isolated from the substance of reading.

Exercises with Words. Instead of offering the teacher merely a few general notes on vocabulary development in the Manual, the authors provide exercises and activities in detail in *Let's Look Around* and in the Preparatory Book. For slow pupils or those few who have special vocabulary difficulties or weaknesses, the teacher may find it advisable to provide additional experiences in vocabulary development. Following are various types of word enrichment exercises which may be used:

1. Before the reading lesson begins, the teacher may scan the lesson for words that are likely to cause difficulty, and write them on the blackboard in sentences that make the meaning as clear as possible. During their reading, pupils may refer to this list for the meaning of a difficult word.
2. She may devise a sentence or paragraph, leaving blank spaces to be filled in from a list of difficult words chosen from the reading lesson. This should follow a class discussion of the unfamiliar words. (See Preparatory Book, pages 5, 30.)
3. Let the pupils make up sentences containing the more difficult words encountered in their reading.
4. Let the pupils say or underline the right word in such a selection exercise as that on Preparatory Book page 12, or 22.
5. Let the pupils match words with definitions in exercises like those in *Let's Look Around*, pages 73, 132, 166, 196, 278, or Preparatory book, pages 21, 40.
6. Use word-definition games like the one outlined on Preparatory Book page 34.
7. Construct true and false tests based on the reading or on common information.
8. Let the pupils add another word which means the same or nearly the same as the similar words in a given series such as *loving, amiable, devoted*.
9. Find in lists of words two that are synonyms or two that are antonyms. (See pages 73, 132, 166, 278, in *Let's Look Around*.)

10. Find a word that describes a picture or suggests the emotional tone or main idea of a paragraph. (See Preparatory Book, page 22.)

Exercises should also be given in the recognition of words opposite in meaning; for example:

11. Let each pupil make up two sentences, one containing some special word and another sentence containing its opposite.
 12. Fill a blank with a word that means the opposite of a word underlined in the same sentence; for example, "We like people who are kind much better than those who are _____."

The pupils should also have practice with exercises that teach them to classify words according to meaning; for example:

13. Cross out the word that does not belong in the list:
amiable, affectionate, friendly, kind, cruel, agreeable.
 14. Tell which pair of words have similar and which have different meanings.

good
 amiable
 big

bad
 affectionate
 large

15. Note homonyms — words that sound alike but have different meanings and spellings such as *air, heir; wait, weight; hair, hare.*
 16. Match pictures with words or definitions. (See Preparatory Book, page 31, 45, etc.)

CHAPTER VI

LESSON PLANS FOR UNIT I—

“FRIENDS IN FEATHERS AND FUR”

Topic

The first unit, which includes pages 1-48 in *Let's Look Around* and pages 1-14 in the Preparatory Book (or equivalent exercises for classes without Preparatory Books) consists of stories, poems, informative material, and related exercises concerning animals. The dog, the cat, and the raccoon receive chief emphasis, but attention is also called to the chipmunk, the rooster, various farm animals, the turtle, and the mouse, and incidental mention is made of frogs, fishes, squirrels, ants, beetles, clams, and several kinds of birds. While the selections in *Let's Look Around* are of a pleasant character and include many elements of humor, they nevertheless contain much true and useful information about animal life. The work with this unit will lead children to study animals which they can observe and to read various types of material concerning animals.

Objectives

The primary purpose of the unit is to give opportunity for enjoyable reading of interesting selections. Such reading is made possible by the Preparatory Book materials (or the equivalent exercises suggested in the lesson plans for classes without Preparatory Books) which give advance experience with the concepts, vocabulary, and techniques needed for successful reading of the selections in *Let's Look Around*. Both the Preparatory Book and the Reader include exercises and suggestions which promote rereading and re-use of the selections.

For the first unit reading skill is developed by exercises of the following types:

- (a) a test of speed and accuracy in reading, with provision for

recording individual scores and beginning a cumulative record of progress in speed and accuracy;

(b) analyses of word forms and word meanings, through finding designated words in running text, choosing the word required to complete a sentence, reviewing the suffix *ed*, using picture clues to identify new words, finding familiar parts in new words, making comparisons among words which have features in common, syllabifying, matching words and definitions, finding synonyms and antonyms, locating identical words within a group, choosing appropriate adjectives, and selecting the right answer among several alternatives of similar configuration;

(c) practice in reading for various purposes, as, locating information and giving page references, finding answers to questions raised in advance of reading, skimming, determining the general significance of a passage, drawing factual conclusions from fictional content, finding passages to support a statement made, recalling material read, answering riddles;

(d) training in the efficient use of books, by becoming familiar with the parts and arrangement of a book, learning alphabetic arrangement, alphabetizing, using a dictionary and an encyclopedia.

Activities

The selections should be taken up not as mere reading assignments but rather as guideposts in a broad field of exploration. The children should be provided with as much supplementary reading as possible and also with opportunities for artistic, dramatic, constructive, and other activities.

Provision should be made for individual as well as group work. Individual investigations can be reported to the class, observations and experiences can be told, and stories and articles found in books, magazines, and newspapers can be read orally. In this way each child has the satisfaction of making a personal contribution, the others are encouraged to be active, and the interests and experiences of all are broadened.

The variety of animals and the range of interests represented in the

unit will produce an abundance of suggestions for some continued activity. The following list suggests a few types of activities:

1. A study of the animals in the local community, including field trips and visits to local museums.

2. A study of the animal life which originally existed where the community is now.

3. A study of the relationship to man of the various animals considered in the unit.

4. A comparison of wild and domesticated animals in respect to traits, habits, and value to man.

5. A study of the proper care of pet animals.

6. The development of an illustrated class book on animals to which the children contribute stories, verse, informative selections, pictures, songs, etc.

7. The collection of pictures, clippings, and other materials for an exhibit relating to animal life.

8. An animal program, to which parents or members of another class are invited, in which each child relates the most interesting experience he has had with animals, tells the best animal story he has read, gives an animal imitation, sings a song about animals, or takes part in a group dramatization of material related to animals.

Supplementary reading

Books related to the topic should be made available to the children in the classroom. Supplementary reading for the typical fourth-grade class should include besides books of fourth-grade difficulty, books of fifth-grade, sixth-grade and even higher levels, and books of third-grade and possibly lower levels. Each child should be helped to select books which fit his own reading ability. This insures success for the individual and enables him to contribute to the group something which few members of the class have read.

If the school contains a library room or has the co-operation of a public library, the librarian should be informed of the topic under consideration so that she may make suitable materials available. It is important for her to understand the range of reading ability represented by the class. While the children are interested in ex-

ploring a topic, she has an excellent opportunity to teach them where to find books, how to use the card catalogue, how to avail themselves of the various other facilities of the library, and how to observe its regulations.

After each selection in *Let's Look Around*, related books are suggested directly to the children. The following list gives other books appropriate for supplementary reading in connection with Unit I. While most of the books are of fourth-grade difficulty, the list contains some books which are a little above and some which are a little below fourth grade level.

Books for Children's Reading with Unit I

The easiest books — those of second- or third-grade difficulty — are marked (a); those of average fourth grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

AUTHOR	TITLE	PUBLISHER
Anderson, C. W.	<i>Blaze and the Forest Fire</i> (horse) (a).	Macmillan.
Atkinson, Agnes A.	<i>Blinky</i> (raccoon) (b).	Viking.
Averill, Esther.	<i>Flash</i> (pony and dog) (a).	Smith and Haas.
Bennett, Richard.	<i>Skookum and Sandy</i> (Skookum is a goat) (b).	Doubleday.
Bronson, Wilfrid S.	<i>Pollwiggles' Progress</i> (tadpole and frog) (c).	Macmillan.
Brown, Paul.	<i>Crazy Quilt: The Story of a Piebald Pony</i> (b).	Scribner.
Burgess, Thornton.	<i>Old Mother West Wind</i> (small wild animals) (b-c).	Little.
Carroll, Ruth and Latrobe.	<i>Luck of the Roll and Go</i> (cat) (c).	Macmillan.
Coatsworth, Elizabeth.	<i>The Cat and the Captain</i> (c).	Macmillan.
Coatsworth, Elizabeth.	<i>Dancing Tom</i> (pig) (b).	Macmillan.
Colum, Padraic.	<i>The White Sparrow</i> (c).	Macmillan.
Dalglish, Alice.	<i>The Smiths and Rusty</i> (dog) (b).	Scribner.
Desmond, Alice.	<i>The Lucky Llama</i> (b).	Macmillan.
Dyott, George M.	<i>Nip and Tuck: A True Story</i> (bears) (b).	Viking.
Field, Rachel.	<i>Little Dog Toby</i> (b).	Macmillan.
Fleury, Barbara.	<i>The Runaway Deer</i> (a).	Macmillan.
Gall, A. C. and Crew, F. H.	<i>Flat Tail</i> (beaver) (b).	Oxford.

AUTHOR	TITLE	PUBLISHER
Gall, A. C. and Crew, F. H.	<i>Ringtail</i> (raccoon) (b).	Oxford.
Gates, Baker, and Peardon.	* <i>The Story Book of Nick and Dick</i> (a).	Macmillan.
Gates, Baker, and Peardon.	* <i>The Caravan of Nick and Dick</i> (a).	Macmillan.
Hader, Berta and Elmer.	<i>Billy Butter</i> (a goat) (b-c).	Macmillan.
Hader, Berta and Elmer.	<i>Spunky, a Shetland Pony</i> (b).	Macmillan.
Hader, Berta and Elmer.	<i>Cricket</i> (pony) (b).	Macmillan.
Harper, W. and Hamilton, A.	* <i>Pleasant Pathways</i> (b).	Macmillan.
Hill, H. and Max- well, V.	<i>Charlie and His Kitten Topsy</i> (b-c).	Macmillan.
Hill, H. and Max- well, V.	<i>Charlie and His Puppy Bingo</i> (b-c).	Macmillan.
Howard, Alice W.	<i>Sokar and the Crocodile</i> (b).	Macmillan.
Huber, Miriam Blanton.	<i>Skags the Milk Horse</i> (a).	Am. Bk.
Hull, James.	<i>The Pet Elephant</i> (b).	Macmillan.
Hurcum, A. and Young, E. M.	<i>Sooty: An Aristocratic Cat</i> (b).	Albert Whitman.
La Rue, Mabel Guinnip.	<i>Cats for the Tooseys</i> (a).	Nelson.
Lathrop, Dorothy.	<i>Hide and Go Seek</i> (flying squirrels) (c).	Macmillan.
Lattimore, Eleanor F.	<i>The Clever Cat</i> (b).	Harcourt.
Linderman, Frank.	<i>Stumpy</i> (chipmunk) (b).	Day.
Orton, Helen Fuller.	<i>Prince and Rover of Cloverfield Farm</i> (b).	Stokes.
Orton, Helen Fuller.	<i>Queenie</i> (a cow) (a).	Stokes.
Orton, Helen Fuller.	<i>Twin Lambs</i> (a).	Stokes.
Patch, Edith M.	* <i>First Lessons in Nature Study</i> (b).	Macmillan.
Patch, Edith M.	<i>Holiday Pond</i> (c).	Macmillan.
Patch, E., and Fenton, C.	<i>Mountain Neighbors</i> (various mountain ani- mals) (b-c).	Macmillan.

* In part about animals.

AUTHOR	TITLE	PUBLISHER
Patch, E., and Howe, H.	<i>*Outdoor Visits</i> (a).	Macmillan.
Perkins, Lucy Fitch.	<i>The Japanese Twins</i> (b).	Houghton.
Pyle, Katherine.	<i>The Black-Eyed Puppy</i> (b).	Dutton.
Tompkins, Jane.	<i>The Penguin Twins</i> (b).	Stokes.
Whitney, Elinor.	<i>Tyke-y: His Book and His Mark</i> (dog) (a).	Macmillan.
Wells, Rhea.	<i>Zeke the Raccoon</i> (a).	Viking.
Wiese, Kurt.	<i>Karoo the Kangaroo</i> (b).	Coward.
Youmans, Eleanor.	<i>Skitter Cat</i> (a).	Bobbs.

* In part about animals.

Poems for Use with Unit I

The numbers following each title indicate the books in which the poem may be found. For the related list of collected poems and anthologies, see Manual, pages 285-287.

Allingham, William.	Robin Redbreast 2, 36, 39, 40
Anonymous.	Grasshopper Green 36, 37, 39, 40
Asquith, Herbert.	The Elephant 3, 35, 36
Asquith, Herbert.	The Hairy Dog 3, 35, 36
Belloc, Hilaire.	The Vulture 37, 40, 44, 45
Belloc, Hilaire.	The Yak 36, 39, 40
Blake, William.	The Lamb 35, 36, 37, 39
Chute, Marchette G.	Birds 6
Chute, Marchette G.	Chipmunk 6
Chute, Marchette G.	Circus 6
Chute, Marchette G.	My Dog 6, 43
Coatsworth, Elizabeth.	The Bad Kittens 39, 43
Coatsworth, Elizabeth.	The Rabbits' Song outside the Tavern 35, 44
Conkling, Grace H.	The Snail 35, 36
Conkling, Hilda.	Chickadee 8, 37
Conkling, Hilda.	Little Snail 7, 36, 37, 39
Conkling, Hilda.	Red Rooster 7, 45
Farjeon, Eleanor.	The Milkcart Pony 11, 35, 36
Farjeon, Eleanor.	Mrs. Peck Pigeon 11, 35, 36
Field, Rachel.	The Dancing Bear 14
Field, Rachel.	Epitaph for a Scotch Terrior 13
Field, Rachel.	Heard at Night (insects and frogs) 13
Field, Rachel.	The Lost Bell (dog) 13
Field, Rachel.	Questions for a Flying Squirrel 13

- Fisher, Aileen.
 Frost, Robert.
 Fyleman, Rose.
 Fyleman, Rose.
 Grahame, Kenneth.
 Guiterman, Arthur.
 Herbert, A. P.
 Herbert, A. P.
 Herford, Oliver.
 Herford, Oliver.
 Hodgson, Ralph.
 Hodgson, Ralph.
 Kipling, Rudyard.
 Lindsay, Vachel.
 Lindsay, Vachel.
 McLeod, Irene R.
 Miller, Mary Britton.
 Miller, Mary Britton.
 Miller, Mary Britton.
 Miller, Mary Britton.
 Miller, Mary Britton.
 Miller, Mary Britton.
 Milne, A. A.
 Orleans, Ilo.
 Roberts, Elizabeth Madox.
 Roberts, Elizabeth Madox.
 Roberts, Elizabeth Madox.
 Rossetti, Christina.
 Rossetti, Christina.
 Sipe, Muriel.
 Stephens, James.
 Stephens, James.
 Stephens, James.
 Stevenson, Robert Louis.
 Swinburne, Algernon.
 Tennyson, Alfred.
 Welles, Winifred.
 Welles, Winifred.
 Welles, Winifred.
 Welles, Winifred.
- Down in the Hollow (ladybug) 16, 35
 The Pasture (calf) 35, 36, 37, 42, 45
 Mice 20, 35, 39, 43
 Timothy (cat) 36
 Ducks' Ditty 35, 36, 37, 39
 Garden Song (humming birds) 43
 The Barnacle 44
 The Spider 44
 The Dog (as Seen by the Cat) 44
 I Heard a Bird Sing 43
 The Bells of Heaven (captive and hunted animals) 36, 42
 Stupidity Street (birds) 36, 42
 The White Seal's Lullaby 37
 Dirge for a Righteous Kitten 35, 36
 The Mysterious Cat 36, 37, 39, 42
 Lone Dog 36, 39, 42
 Cat 22, 35, 36
 Dog 22
 Lion 22, 36
 Mouse 22
 Rabbit 22
 Tiger 22
 Puppy and I 23
 Any Bird 44
 Firefly 25, 35, 36
 The Hens 25, 35, 36, 39, 42, 45
 Milking Time 25, 35, 36, 44
 Brown and Furry (caterpillar) 26, 36
 The City Mouse and the Garden Mouse 26, 35, 36, 39, 40
 Good Morning (various animals) 35
 Little Things (small, hunted animals) 36, 39
 The Rivals (bird) 36, 42
 The Snare (rabbit) 36, 43
 A Visit from the Sea (gull) 27
 White Butterflies (also called "Envoi") 35, 36, 37, 39
 The Eagle 35, 36, 44
 Brothers in the Snow (deer) 33
 Kind Child (doves) 33
 Robin's Eggs 33
 Starfish 33

Widdemer, Margaret.	The Looking-Glass Pussy 36, 37
Wolfe, Humbert.	The Blackbird 35, 36, 39, 40
Wynne, Annette.	Little Folks in the Grass (insects) 36, 42

Selected Songs for Unit I

Among the other activities carried on in connection with each unit for purposes of enriching the work may be included the singing of songs related to the content or spirit of the topic. These songs may be sung by the group as a whole or by individuals or smaller groups. A list of songs suitable for each unit has been prepared by Miss Marian Flagg, Director of Music Education, Dallas Public Schools, Dallas, Texas. Each list includes the title and page of suitable songs found in five books. In certain cases especially suitable songs appearing in other sources are listed. Following are the titles and publishers of the five books. Each is preceded by a series of letters which will be cited in the song list to indicate the source of each song:

- E.S.B. The Everybody Sing Book, edited by Kenneth Clark. Paull-Pioneer Corp., N. Y.
- K.O.S. Keep On Singing, edited by Kenneth Clark. Paull-Pioneer Corp., N. Y.
- L.S. Living Songs, edited and arranged by Glenn Gildersleeve and Julia Smity. Carl Fischer, N. Y.
- S.T. Sing Together, edited by Janet Tobitt. Girl Scouts, Inc., 570 Lexington Avenue, N. Y.
- U.F.S. The Universal Folk Songster, compiled by Florence Hudson Botsford, G. Schirmer, N. Y.

For Unit I the following songs are recommended:

The Cuckoo	page 118	S.T.
Louisiana Lullaby (U. S. A.) (Tortoise, crocodile, wildcat)	page 62	S.T.
Mistah Rabbit (Virginia)	page 46	S.T.
Pop Goes the Weasel (U. S. A.)	page 33	L.S.
Song of the Rooster	page 96	U.F.S.

UNIT I—PART 1

A. PREPARATORY BOOK PAGES 1-6

(PREPARATION FOR PAGES 1-15 OF "LET'S LOOK AROUND")

Pages 1-2**Objectives**

These pages provide tests of speed and comprehension. Similar tests are given at the beginning of each of the eight units in the Preparatory Book. They give the teacher a basis for appraising each pupil's reading ability and, if properly managed, interest the pupils in observing and recording their own speed and accuracy in reading. The last exercise on page 2 provides training in locating precise information.

Procedure with Preparatory Books

The teacher may describe the Preparatory Books to the pupils in a general way and then distribute the books with instructions to open them at page 91, which begins the directions for the tests which occur on pages 1 and 2. The pupils may read pages 91 and 92 silently. Oral reading and discussion should follow so that all pupils understand clearly what is to be done. The pupils should enter the information required by Instructions 1 and 2, page 91.

The teacher should then direct the class to turn to page 1, read "Little Wild Horse," according to the directions, enter the blackboard number, and proceed at once to carry out the directions on page 2.

To time the speed test the teacher should have a watch with a second hand. When the second hand is on 60 she should say "Begin," and the pupils should start to read. At the end of the first ten seconds the teacher should write 1 on the blackboard, at the end of 20 seconds 2, at the end of 30 seconds 3, and so on until the last pupil has finished reading. Each number on the blackboard thus represents a ten-second period.

As directed on page 92, each pupil is to look at the blackboard when he finishes reading "Little Wild Horse" and write in the blank space on page 94 the last number which he sees on the blackboard.

Procedure without Preparatory Books

The teacher may find a page or two in some book available for all the children that is about equal in difficulty to page 1 of the Preparatory Book and use it for speed testing. She may count the words in advance in preparation for the test and may prepare and place on the blackboard a comprehension test based on the material read and similar in style to that on page 2 of the Preparatory Book.

The pupils may take turns reading aloud pages 91 and 92 from the teacher's copy of the Preparatory Book. They may prepare individual record blanks like the one on page 91. These blanks should be preserved for recording data secured from similar tests which will be given at the beginning of each unit throughout the fourth-year course.

When all is in readiness, the pupils may take the tests which the teacher has prepared. They are to follow the procedure suggested above for classes with Preparatory Books.

At a later period after the work with the tests has been completed, the pupils may take turns reading aloud from the teacher's copy of the Preparatory Book the article "Little Wild Horse," Preparatory Book page 1. The teacher may reproduce on the blackboard the questions from Preparatory Book page 2, making suitable modification in the directions. The pupils may then write their answers on paper. Later, they may read aloud their answers and compare them with the article.

Follow-up

When all pupils have completed the work with the tests, the questions on page 2 (or the questions prepared by the teacher for classes without Preparatory Books) may be reread orally, corrected, and discussed. When incorrect answers have been given, the pupils should be referred back to the test selection (page 1, or the substitute selection for classes without Preparatory Books) to find the right answer. As soon as the correction has been completed, the pupils

should reread Preparatory Book page 92 and carry out the directions given there for making entries on their record charts.

Page 1 may be reread orally to clear up any difficulties with words and to discuss the content.

Work with pages 93-94 may follow immediately, or if the teacher prefers, she may defer it until another day. The interval between the taking of the tests on pages 1 and 2 and the starting of the graphs on these pages should not be a long one.

The answers to the first exercise on Preparatory Book page 2 are as follows:

- | | |
|-----------------|-----------------------------|
| 1. brown | 6. He tried to bite George. |
| 2. fire | 7. Father |
| 3. thin | 8. Father's |
| 4. fall plowing | 9. apples |
| 5. George | 10. Mother |

The answers to be underlined in the second exercise on Preparatory Book page 2 are:

1. the way he tossed his head and the light in his eyes.
2. He had to feed him well before putting him to work.
- (or) He was thin and hungry when he came.
3. turned and ran.
4. as gentle as a lamb.

Page 3

Objectives

These exercises help the pupil to become acquainted with *Let's Look Around*, the fourth reader, and to become familiar with the various parts of a book and their arrangement.

Procedure with Preparatory Books

Copies of *Let's Look Around* should be distributed and time allowed for examination and discussion of the book.

The pupils may turn to page 3 of the Preparatory Book, read silently, and answer in writing the questions on that page. With slow pupils or classes which have had no previous experience with work-

type materials, the silent reading of the page may be followed by oral reading and discussion, after which the written work may be undertaken. The pupils should be encouraged and assisted to do neat written work.

Procedure without Preparatory Books

The teacher may write the following questions on the blackboard:

What is the title of your book?

Who are the authors of your reader?

How many parts do you find in the Table of Contents?

What is the title of the first part?

How many stories and poems do you find in this part?

What is the title of the first poem in your book?

What is the number of the page on which it begins?

What is the title of the first story?

On what page does the story begin?

Copies of *Let's Look Around* may be distributed and the pupils encouraged to examine the new book. The discussion of the book should be so guided that the points of Preparatory Book page 3 are covered.

The pupils may answer orally the questions on the blackboard. Later, they may write the answers to these questions on a sheet of paper.

The teacher may reproduce on the blackboard the questions on Preparatory Book page 3 which relate to library books and have each pupil answer these questions in regard to the book which he has chosen.

Follow-up

After the written work has been completed, it should be carefully checked. Various methods of correcting Preparatory Book exercises are suggested on Manual page 54, and from these the teacher may select the method which she considers most suitable for the occasion.

Correction is a most important step in the Preparatory Book work and should never be slighted. While the correction should generally be done by the pupils, the teacher should keep close watch of each child's work and from time to time collect the books for inspection. When this is done, the exercises enable the teacher to appraise the children's ability and diagnose their needs.

The answers to the exercise on Preparatory Book page 3 are as follows:

"Let's Look Around"

Gates and Ayer

Eight

Friends in Feathers and Fur

Seven

"Little Charlie Chipmunk"

Page 2

"Bingo and the Angry Rooster"

Page 3

The answers to the last six questions will vary, depending on the different book each pupil selects.

Page 4

Objectives

Vocabulary and ideas needed for the reading of *Let's Look Around* are introduced on this page; the ending^{ed} is reviewed; and the pupil is required to make use of various words noted in the process of reading a narrative selection.

Procedure with Preparatory Books

The pupils may read aloud the words listed at the top of page 4. They may use each word in a sentence. They may then read aloud the directions and one or two of the early paragraphs. In these paragraphs they may point out the words around which they will later draw a line according to the directions. They may then read the page silently and follow the directions. Pupils who have used the earlier books of the *New Work-Play* series can proceed directly with the silent reading and the executing of the directions.

Procedure without Preparatory Books

The teacher may list on the blackboard the words given at the top of page 4. She may point out that each of the words ends in *ed*. The pupils may read these words and use each of them in a sentence. The teacher may put the suggested sentences on the blackboard for the pupils to read.

Using the teacher's copy of the Preparatory Book, the children may take turns reading the paragraphs. As one child reads, the other children may listen for the occurrence of the words in the list. At the conclusion of each paragraph a pupil may indicate, by checking the blackboard list, the word or words which have occurred in the paragraph.

Follow-up

Pupils with Preparatory Books may read the story aloud, indicating the words which they have underlined. If it seems desirable, they may exchange books for this purpose, and each pupil mark with a colored pencil words which were missed by the owner of the book.

The story may be retold orally and particular emphasis placed upon using the words studied and upon relating the episodes in order.

The pupils may reread the story and mark additional words which end in *ed*. Classes without Preparatory Books may listen for these words, while individual pupils read aloud from the teacher's copy. As the reading takes place, the teacher or a pupil may compile a blackboard list of the words found.

The answers to the exercise on Preparatory Book page 4 are:

- | | |
|--------------|--------------|
| 1. scrambled | 6. thumped |
| 2. amused | 7. pecked |
| 3. scared | 8. chattered |
| 4. strutted | 9. squeezed |
| 5. startled | |

The pupils should note the difference between *ed* as a syllable and *ed* as part of a syllable.

Page 5**Objectives**

The first exercise tests the pupil's grasp of the selection on Preparatory Book page 4 and gives opportunity for exercising recall and for locating information. The second exercise gives further practice in techniques of observing words and provides training in meaningful use of words.

Procedure with Preparatory Books

The teacher may have the pupils read aloud the directions for each of the two parts and she should make sure that these directions are clearly understood. The pupils may then read the remainder of the page silently and carry out the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the questions from the left-hand side of Preparatory Book page 5. The pupils may read these questions and write their answers on a sheet of paper. The teacher's copy of the Preparatory Book should be left in an accessible place so that the pupils can consult it in the same way in which pupils equipped with Preparatory Books consult their individual copies.

The teacher may reproduce on the blackboard the exercise on the right-hand side of Preparatory Book page 5. The directions may be modified to require the pupils to write on paper the word which completes each sentence.

Follow-up

Answers to the questions based on the story on page 4 will vary in form but the substance will be approximately as follows:

1. They were going home from camp.
2. A big black snake.
3. Because he saw the snake.
4. Some crumbs.
5. They pecked at them.
6. She was too busy.
7. It was tied on the back of the car.
8. A cat named Dandelion.

The words required in the completion exercises are: *managed, delighted, expected, rushed, flapped, waded, decided*. (See suggestion at foot of page 97.)

The pupils may reread the page orally and compare their work. They should discuss their answers and reread passages from the selection on Preparatory Book page 4 which verify or correct their statements. The teacher should help the pupils to observe desirable standards of spelling, handwriting, and construction, and she should show them how to use the printed material for references in their written work.

Page 6

Objectives

Page 6 provides instructions designed to encourage the pupils to practice thoughtful reading of a selection. It may also be used to demonstrate the fact that various types of useful information can often be secured during recreational reading of a story.

The exercises on page 6 are of two forms. On the left-hand half of the page are listed certain "things to think about" before reading the story. The purpose of these exercises is to provide an opportunity for the pupil to read the story for the story and at the same time to keep a mental eye out, as it were, for certain facts in the story. This represents a type of reading with a double purpose which is a valuable asset to the equipment of any reader and which pupils can begin to acquire in the fourth grade.

The right-hand half of the page provides for the development of skill in skimming a selection. It lists several questions the answers to which may be found in the text. By attempting to find the answers the pupil should be able gradually to learn to skim very rapidly over materials, slowing up only when they think they have found the material that gives the answer to the question. By introducing work in skimming as a rereading exercise the task is made easier, since the pupils are less concerned with getting the general ideas, recognizing unfamiliar words, etc., than in the case of a first reading. The above types of skills are usually thought of as mainly appropriate for informative materials. It is, indeed, very important to do a first

reading with certain purposes in mind or with the double purpose of getting the main points, clearly understanding the facts concerning certain general issues, and of learning to skim informative materials to find the answers to certain questions. The same type of ability, however, may be of great educational value when applied to story materials and to materials that lie along the range between pure fiction at the one extreme and solid informative selections at the other. Between the two extremes are materials that embody both the story and the informative characteristics.

A certain difficulty and danger in providing practice for a selective first reading and for skimming in connection with story materials should be acknowledged and faced. There is a danger that in the case of inexperienced readers the effort to find the answer to certain questions during the first reading or to skim the material after it has been read, or both, may interfere with the full enjoyment of the story. Much depends upon the ability of the pupil and the way in which the exercise is conducted. If the pupil's interest in reading is low at best, or if reading merely to understand well enough to follow and enjoy the story is a considerable task, the teacher may wisely decide to delay introducing such additional activities into the reading process until the pupil has reached a more advanced level. In such cases she should not hesitate to request such children to disregard the exercises on this page. She may take up similar exercises later after greater ability has been achieved, or confine this type of activity entirely to informative material.

For most children (especially if the teacher can introduce activities of the type provided on Preparatory Book page 6 in a spirit of friendliness and good fun) there is no objection to — on the contrary, there is special merit in — having a few exercises of this type in connection with story material. Most children can learn to get a double return from the reading of a story when they wish to. In other words, they can learn to read not only so as to get full enjoyment of the story, but also to note and remember useful information contained in it. It does, however, require the exercise of care and skill to avoid entirely the risk of diminishing the child's interest in stories and his love for reading stories by introducing the fact-finding element.

If the teacher sees any indication that the use of such exercises does actually chill a child's interest and satisfaction in the story, she should not continue to use them. She should wait until the pupils are more mature and their interest in reading stories more active and persisting, or develop such ability in connection with material that is wholly or largely of the informational type.

A number of exercises of this general type are provided in connection with strictly informative material. For example, see Preparatory Book pages 10, 16, 24, 26, 28, 38, 44, etc.

Other exercises more or less similar to those on page 6 arranged for use in connection with the reading of stories will be found on Preparatory Book pages 24, 66, 70, 74, and 79. In other words, six such exercises in connection with story materials are provided in the basal program for the fourth grade. Teachers who find difficulty using such exercises without having some unfavorable effect upon the pupil's enthusiasm for story reading, may disregard this particular exercise. On some of the pages listed are contained exercises of other types that should not be overlooked.

The basal program provides, as just stated, six of these exercises in connection with story materials. It is extremely important that the teacher, in any event, provide only a very small number of this type of exercise. She should not make the mistake of assuming that these exercises are recommended for frequent use in connection with reading of stories in supplementary books, magazines, and other sources. This would be a very serious mistake. It is of utmost importance that the pupils be given the amplest opportunity to read story materials without any pre-direction or follow-up activities, such as requirements to skim, analyze, or otherwise to make work of the recreational reading. A limited number of such as those provided in the basal book is suggested as a way of giving the pupil a demonstration and grasp of a valuable type of reading skill. Such a limited number should be sufficient for all pupils who are ever likely to be able to employ the dual skill successfully. In their ordinary reading they will probably not employ it on all occasions and should not be encouraged to do so. The limited number of exercises provided are likely to be wholly beneficial without any bad effects in many cases,

but to employ such activities to a much greater extent might be positively harmful. In other words, these particular skills in connection with story reading represent instances in which a limited or occasional exercise is beneficial but in which more extensive exercise may have quite the opposite effect.

Procedure with Preparatory Book

The directions on page 6 for the pupil are probably sufficient. The teacher should request the pupils to read the material on the left side of the page and then read "Little Charlie Chipmunk" in *Let's Look Around*. After they have finished this reading, they may be called together for an informal oral discussion of the questions and their answers. This discussion should be very informal, good humored and friendly. The teacher should carefully avoid criticizing any pupil who makes errors. She should observe pupils' reactions to the discussion and to the reading process very carefully to see which pupils seem to enjoy and profit from this activity and which do not. In other words, this exercise provided on page 6 should be employed as a means of diagnosing a pupil's reaction and as a basis of deciding whether to utilize the additional exercises of this type provided on Preparatory Book pages enumerated above.

After the discussion, the pupils may be asked to read the right-hand column, and after they have finished this reading there may be another friendly informal discussion of results. This exercise may serve the same diagnostic purpose as the one preceding.

Procedure without Preparatory Books

The teacher may use the general procedure suggested for classes with Preparatory Books. The questions in the exercises may be written on the blackboard.

Follow-up

The substance of the statements which may be expected from the pupils in answer to the questions on the left side of this page is as follows:

1. At Mr. Brown's farm
2. In the summer time
3. An amusing story
4. Page 8 (Opinions may vary.)

The following page numbers should be given in answer to the questions on the right side of Preparatory Book page 6:

Page 3.	Page 9.
Page 4.	Page 7 or 10.
Page 7.	Page 11.
Page 8.	

Pupils may read aloud the Preparatory Book (or the blackboard) questions and their answers to them. Each child should be given opportunity to discuss his answers and to read aloud passages from the story which support his statements.

B. "LET'S LOOK AROUND," PAGES 1-15

Page 1

The pupils may look at and discuss the picture on page 1.

Page 2

Objectives

The poem on page 2 should be read primarily for enjoyment, but it may also serve to recall rhymes suggested by "Little Charlie Chipmunk." The teacher should endeavor to promote interest in and discussions of similar animals among the pupils.

Preparation

Preparatory Book pages 1-6 (or equivalent activities suggested for the use of classes without Preparatory Books) should be completed before the reading of these pages in *Let's Look Around*.

Discussion of the title of part 1, "Friends in Feathers and Fur," will bring from the children contributions about animals with which they are familiar.

Reading

The pupils may read "Little Charlie Chipmunk" silently. Then

one or more may read it aloud. The children may quote other nonsense rhymes about animals, if they can do so.

The pupils may compare the content of "Little Charlie Chipmunk" with their own knowledge of chipmunks and decide whether the poem is essentially true to fact, even though some of its statements are not to be taken literally.

Follow-up

The teacher should read to the pupils other poems about animals, and the pupils should be encouraged to find and read such poems. A child who wishes to read a poem — or any other selection — to the class should be helped by the teacher to prepare the reading so that it will give pleasure to the audience and satisfaction to himself.

Pages 3-13

Objectives

This selection gives the pupils opportunity to read a humorous story for recreation, and to exercise ability to grasp related episodes in a developing theme. It will develop interest in wider reading about dogs and other animals. The exercises which follow the story give further practice in using the table of contents, promote accurate understanding of word meanings, and initiate activities related to dogs.

Preparation

Preparatory Book pages 1-5 and the first half of page 6 (or equivalent exercises for classes without Preparatory Books) should be completed before the pupils begin to read this selection.

The pupils should recall the questions on Preparatory Book page 6. They may then examine the illustrations of this story and attempt to predict its content. The examination of these pictures may lead into discussions of dogs and their habits.

Reading

The pupils may first read the story silently, then answer the questions on Preparatory Book page 6. As suggested on Manual page 54, they may read orally the passages of the story in which the answers

were found. Later, the entire story may be reread orally for enjoyment. When one pupil is reading, the books of those listening should remain closed.

The pupils should read the section entitled "Some Books to Read," on page 12 of *Let's Look Around*, and the teacher should make provision for them to find in the school or public library the books suggested there. She should encourage the children to bring these books to class if they are available and to bring in other books which relate to dogs. Provision for recording books read is made on Preparatory Book pages 95-96. In most cases, however, work with these pages should not be begun until the end of Unit I is reached (see Manual page 277).

The exercises on pages 12-13 may be read silently and the written work done independently. Provision should be made for discussing and getting under way the activities suggested in "Things to Do," Exercises 2 and 3.

Follow-up

Answers to the questions in "Using the Table of Contents" are:

1. Page 135.
2. Page 29.
3. Page 327.
4. Page 242.
5. "The Very Untidy Country."
6. "The Three Golden Apples."
7. Amy Wentworth Stone.
8. John F. McNamara.
9. "Grandmother's Brook" or "Song for a Blue Roadster."
10. Answers will vary.

In "Things to Do" the words which describe Bingo are: *active, mischievous, noisy, playful, small, young*.

The pupils may read aloud and discuss their answers to these exercises. They may write or give orally sentences using the words which describe Bingo and they may find and read parts of the story which illustrate these characteristics in the puppy.

Pages 14-15**Objectives**

While this poem is intended to be read primarily for enjoyment, the teacher may utilize the opportunity it presents to familiarize the pupils with run-on lines in poetry. The reading of it should lead to the reading of other poetry related to everyday life.

Reading

The pupils may read the poem silently. They may then read it orally, both in unison and individually.

UNIT I—PART 2**A. PREPARATORY BOOK PAGES 7-11**

(PREPARATION FOR PAGES 16-28 OF "LET'S LOOK AROUND")

Page 7**Objectives**

The passages on this page are designed to develop ability to use context and picture clues in working out a new word. They also provide advance experience with vocabulary needed for a coming selection in *Let's Look Around*.

Procedure with Preparatory Books

The pupils may read aloud and discuss the introductory paragraphs of this page. They may then read aloud and discuss one or two of the descriptive passages. The teacher should make sure that they understand the procedure of working out new words from context and pictures.

They may then complete the reading of the page silently and carry out the directions at the end of the page.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the text of the illustrated passages on this page. Appropriate illustrations will be help-

ful if they can be obtained. The teacher may give orally the substance of the introductory paragraphs, and the pupils may read silently and orally the blackboard materials. After the reading each pupil may write on a sheet of paper the words called for by the directions on Preparatory Book page 7.

Follow-up

The pupils may read aloud the text of the page (or the blackboard material) and they may name the words which they underlined in accordance with directions. They may use these words in other oral contexts.

Page 8

Objectives

These exercises develop skill in word analysis by leading the pupils to observe familiar parts in words and to make phonetic comparisons among words.

Procedure with Preparatory Books

The pupils should read aloud and discuss as much of each exercise as the teacher considers necessary. They may then read the remainder of each exercise silently and carry out the directions independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the two exercises of the Preparatory Book page. The introductory statements may be omitted and the directions shortened. The necessary explanations may be given verbally by the teacher. The pupils may read the exercises orally from the blackboard. They may discuss them and decide what is to be done. Later, they may write the answers on paper.

Follow-up

The pupils may correct their work in accordance with one of the methods suggested on Manual pages 54-55.

Under the teacher's direction the pupils should become interested

in finding familiar parts in many of the words they encounter. They should be particularly encouraged to apply this technique in solving problems that arise in actual reading.

The words listed below or any other small words which the pupils may correctly find in the big words should be accepted by the teacher.

herself: her, he, self, elf

startled: star, start, led, tar, tart, art

wooden: wood, den

buttermilk: butter, milk, but, utter

wasn't: was, as

reader: read

playful: play, lay

gangway: gang, way, an

everybody: eve, every, body, ever, very

washer: wash, her, as, ash, was

dandelion: an, and, lion, on

meanness: mean, an, me

The answers to the second exercise on page 8 are as follows:

for — nor

table — able

fort — short

splash — dash

part — chart

luck — cluck

same — game

last — past

best — rest

up — pup

Page 9

Objectives

These exercises are designed to develop the pupil's skill in word analysis by giving training in syllabifying and to increase the pupil's vocabulary by giving further practice in working out definitions from context.

Procedure with Preparatory Books

The pupils should read aloud and discuss with the teacher that part of the left-hand exercise in which parts of words are to be observed.

The pupils may read the rest of the page silently and carry out the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises from Preparatory Book page 9. Explanatory material may be omitted and the directions may be shortened.

The pupils may proceed with this blackboard work in the manner suggested for pupils equipped with copies of the Preparatory Book.

Follow-up

The pupils should correct their work in accordance with one of the methods suggested on Manual pages 54-55.

The answers to the first exercise on this page are as follows:

a / hoy	or / der
ship / mates	hu / mor
nib / ble	a / grees

The words to be underlined in the second part of this exercise are:

- | | |
|------------|--------------|
| 1. order | 5. shipmates |
| 2. humor | 6. nibble |
| 3. bubbles | 7. agrees |
| 4. ahoy | |

The answers to the second exercise on page 9 are as follows:

- X. The captain told the men to do something
- X. She was feeling a little cross.
- X. Fellow sailors

The correct definitions for the remaining words in the exercise are:

bubbles: a thin film of liquid, having gas or air within.

ahoy: a word used in hailing a ship.

nibble: to take small bites.

agrees: to admit, to favor.

Page 10**Objectives**

This page provides practice in reading an informative selection and in summarizing the material read.

Introduction

The pupils may discuss cats, emphasizing in the discussion whatever scientific information they possess on this subject. If questions are raised, they should be noted and plans made for obtaining information to answer them. The teacher may close the discussion with the statement that page 10 in the Preparatory Book will offer interesting facts about cats which may be new to the pupils.

Procedure with Preparatory Books

The pupils may read the page silently and answer the questions independently. Slow pupils may discuss the answers to the questions before writing them out.

Procedure without Preparatory Books

The teacher may put on the blackboard the questions from Preparatory Book page 10. The pupils may take turns reading aloud the passages on the blackboard. As each passage is read, the pupils may answer the question pertaining to it. Answers to these questions may be written on the blackboard. Later the pupils may try to reconstruct each passage.

Follow-up

The exercises on this page may be corrected according to one of the methods suggested on Manual pages 54-55. The pupils may reread the text orally and tell in what ways the reading has added to their previous information about cats.

The pupils may search in available reference material for further information about cats.

The reading and discussion may be extended to include other members of the cat family such as the lion, the tiger, and the leopard.

The answers to questions 1-7 on page 10 are:

1. A cat's paw.
2. A cat's eye.
3. A cat's hearing or ear.
4. A cat's whiskers.
5. Her hearing.
6. It closes in the sunlight and opens wide in the dark.
7. They warn her against putting her head into holes that are too small for the rest of her body.

Page 11

Objectives

These exercises carry forward the program in word study by giving further practice in syllabication and training in the accurate use of words. They also provide advance experience with words needed for the reading of a coming Reader selection.

Procedure with Preparatory Books

The pupils may read orally and discuss with the teacher the introductory material and the word list included in each exercise.

They may read the remainder of the page silently and carry out the directions independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the word list and the incomplete sentences for each exercise.

The pupils may follow the procedure suggested above for classes equipped with individual copies of the Preparatory Book. The teacher should give any necessary explanations verbally.

Follow-up

The pupils should correct their work according to one of the methods suggested on Manual pages 54-55.

The pupils should be encouraged to use the technique of syllabication in working out new or difficult words encountered in reading. They may be interested in selecting words from Preparatory Book or Reader selections to which the technique may be applied.

The answers to the first exercise on page 11 are:

- | | |
|------------------|------------------|
| fi / nal / ly | op / po / site |
| pro / vok / ing | ex / plor / ing |
| but / ter / milk | de / light / ful |
| 1. provoking | 4. exploring |
| 2. opposite | 5. finally |
| 3. delightful | 6. buttermilk |

The answers to the second exercise are:

- | | |
|---------------------|---------------------|
| par / tic / u / lar | au / to / mo / bile |
| pit / i / ful / ly | dic / tion / ar / y |
| al / pha / bet / ic | |
| 1. alphabetic | 3. particular |
| 2. pitifully | 4. dictionary |

B. "LET'S LOOK AROUND," PAGES 16-28

Pages 16-26

Objectives

This story offers opportunity to read a humorous story for enjoyment. If the reading is well managed, it will lead the pupils to make interesting observations about the nature of cats. Continued interest in and discussion of familiar animals should be fostered.

Preparation

Preparatory Book pages 7-11, or equivalent exercises suggested in the Manual, should precede the reading of this selection.

The pupils may leaf through the story, looking at the illustrations and trying to predict from them the content of the story.

Reading

The pupils may read the story silently. After completing the silent reading of the story, they may do the "Yes or No" exercise on page 25.

Follow-up

The answers to the exercise, "Yes or No," are as follows:

- | | |
|--------|--------|
| 1. Yes | 6. Yes |
| 2. No | 7. Yes |
| 3. Yes | 8. No |
| 4. No | 9. Yes |
| 5. No | 10. No |

The pupils may read the answers aloud and correct them. Passages from the story should be read aloud to confirm right answers and to correct wrong answers.

If the class so desires, the entire story may be read aloud for enjoyment.

The pupils should be encouraged to locate books suggested on pages 24 and 25. They may bring these and other books about cats to class.

The activities suggested under the heading "Things to Do" (pages 25-26) should be carried out.

If a copy of Elizabeth Coatsworth's *The Cat and the Captain* can be obtained, it would be an excellent book to read aloud for a brief period each day until completed. The children should read to each other. The teacher should hold the book between readings, but she should permit any child to look over in advance the part he is to read. Slight discrepancies between the Reader story and that in the book itself may be explained by the statement that when part of a book is used as a story, it is sometimes necessary to change the material a little to make it a satisfactory short story.

Pages 27-28**Objectives**

While the poem should be read primarily for enjoyment, the pupils should be helped to see that it contains much true information about a cat's nature and activities. Some groups may be able to appreciate its unusual form, but attention to this feature should not be allowed to detract from enjoyment of the poem as a whole.

Reading

The poem may be read silently. Later, it may be read orally, both individually and in unison.

Follow-up

Some groups may find enjoyment in dramatizing or pantomiming this poem.

The pupils may tell whether they think the author of this poem had a cat and they may give reasons for their opinion.

The reading of other poems about cats should be encouraged.

UNIT I—PART 3**A. PREPARATORY BOOK PAGES 12-13**

(PREPARATION FOR PAGES 29-48 OF "LET'S LOOK AROUND")

Page 12**Objectives**

These exercises carry forward the program in word study by providing activities with synonyms and antonyms.

Introduction

The teacher may call the pupils' attention to synonyms which the pupils use in their own conversations. She may also have the pupils suggest opposites for words which they have used.

Procedure with Preparatory Books

The pupils may read the page silently and work out the exercises independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises from this page. The pupils may do the work on paper.

Follow-up

The pupils may correct their work according to one of the methods outlined on Manual pages 54-55. The teacher may state that no two words have exactly the same meaning and she should help the pupils to realize the shades of meaning of the words given. Using each one of the words in a sentence will be helpful in this respect.

Each pupil may begin to compile personal lists of synonyms and antonyms.

The teacher may make up additional exercises like those on the lower half of the page.

The words that are alike in meaning in the first exercise are:

keen — sharp
handsome — beautiful
swift — fast
gather — collect
correct — right

- | | |
|-----------------|-------------|
| 1. a good knife | 3. deer |
| 2. butterfly | 4. chipmunk |

The answers to the second exercise are:

uncovered — covered
unhappy — happy
crooked — straight
autumn — spring
dry — wet

1. The dog was unhappy.
2. The chair was comfortable.
3. The dog's collar was unfastened.

Page 13**Objectives**

This page continues the training in using the dictionary by teaching the pupils how to determine quickly the approximate location of a desired word.

Introduction

The teacher may recall the pupils' examination of the Short Dictionary in *Let's Look Around*, explaining that the next Preparatory Book page will give exercises to make future use of the Short Dictionary easier.

Procedure with Preparatory Books

The pupils may read the page silently and work out the exercises independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises from Preparatory Book page 13.

She may give verbal explanations equivalent to the explanatory material on Preparatory Book page 13. The pupils may then read the blackboard exercises silently and work them out on paper.

Follow-up

The pupils may correct their exercises according to one of the methods suggested on Manual pages 54–55.

They may discuss the benefits of exercises such as those they have just completed and they may suggest other words they wish to look up in a dictionary and write them in alphabetic order.

The answers to the exercise on page 13 are as follows:

The first half
The second half
The second half
The first half

articles	garbage
bloom	helpless
crooked	inches
daintily	join
encyclopedias	killed
fortunate	

B. "LET'S LOOK AROUND," PAGES 29-48

Pages 29-46**Objectives**

This assignment provides experience in reading a narrative-informative selection. It is designed to extend the pupils' interests and knowledge regarding animals. In contrast to the preceding selections, which have been concerned with domestic animals, it relates to creatures which live in the woods.

The exercises which follow the selection check comprehension and recall and give training in the use of an encyclopedia.

Preparation

The pupils should complete Preparatory Book pages 12 and 13 (or equivalent lessons for classes without Preparatory Books) before reading this selection.

The teacher may ask the pupils to name all the animals of which they have personal knowledge. Many of the pupils will probably know something about woodchucks. The teacher may have them give whatever information about this animal they possess. She may then ask the class if they have any information to volunteer about raccoons. Any information that may be given by the pupils should be put on the blackboard.

The teacher may tell the children that the next story they will read in *Let's Look Around* is a story about a raccoon, and she may tell them to look for sentences describing any habits of the raccoon.

Reading

The pupils may read the story "Lotor, the Washer." While the pupils are reading, the teacher may move quietly about the room giving help to those who need it.

When the pupils have finished reading the story, they may read silently and answer independently the questions on pages 44 and 45. They should be encouraged to answer these questions without referring to the story.

Follow-up

The pupils may read aloud and discuss their answers to the questions on pages 44 and 45. During this discussion they should frequently refer to the story and reread orally passages which confirm or correct their answers.

Some of the reading and research suggested on Reader pages 43-44 should be undertaken. Reports to the class should follow. Particularly interesting books should be entered on "My Reading List" (Preparatory Book page 96).

Exercise 1, "Things to Do" (Reader page 46), may be read aloud and plans made for carrying out its suggestion.

Before beginning Exercise 2 (in the use of the encyclopedia), the pupils should have an opportunity to look at an encyclopedia and to discuss its organization. They may then turn to *Let's Look Around*, page 46, read silently, and work out independently the exercises on that page.

Pages 47-48**Objectives**

This selection provides opportunity for the reading and enjoyment of poetry and for extending the pupils' understanding of animal life.

Preparation

The pupils may recall any poems about animals which they happen to know.

Reading

The pupils may read silently the poem on pages 47-48.

Follow-up

Several pupils may take turns in reading the poem aloud while other members of the class listen. The audience may comment courteously on the good points in each reading.

The pupils may decide whether or not the poem expresses feelings a mouse might have.

The pupils may begin a class or personal collection of animal poems.

Pupils who wish to do so may be encouraged to memorize this poem.

C. PREPARATORY BOOK PAGE 14

Page 14**Objectives**

This page is designed to test recall of the selections and mastery of the vocabulary in Unit I. The word test does not include all the words of the unit, since this would be too long a procedure, but rather a representative sampling. The pupils' work with these exercises, if carefully inspected by the teacher, will yield not only a record of progress but valuable diagnostic information.

Introduction

The teacher may ask the pupils to enumerate as many as they can remember of the characters in the stories they have read. They may attempt to compose a riddle about each character.

Procedure with Preparatory Books

The pupils may read the page silently and work out the exercises independently.

Procedure without Preparatory Books

The pupils may take turns reading the riddles from the teacher's copy of the Preparatory Book. The answers may be given by the class.

The words on the right-hand side of the Preparatory Book page may be reproduced on the blackboard. In each group the pupils may find the word which appears twice and write that word on a paper.

Follow-up

The page should be corrected according to one of the methods suggested on Manual pages 54-55.

The pupils may find and reread passages in the stories which confirm or correct their answers to the riddles, and they may compose other riddles similar to those on the preparatory book page.

The word test may be re-used. To do this the teacher may pronounce one word in each group. The pupils may find the word pro-

nounced and underline it with a colored crayon. The teacher may repeat this activity several times, using different words. In order to make their answers clear, the pupils may use a crayon of another color for each of the repetitions.

The pupils may compose sentences containing the words in the test on the right-hand side of the page. They may also use the lists as a basis for finding little words in big words, words that begin alike, words containing familiar phonograms (as *in, ing, sh, ch, un, ed*), and words which can be broken up into syllables.

The answers to the first exercise on page 14 are:

Little Charlie Chipmunk
the Captain
the rooster
Lotor (or raccoon)
Bingo

The words which are repeated in the boxes are:

chipmunk	lifting	inches
flapped	difference	baggage
wrinkles	tiresome	puddles
mischievous	solemnly	unhappy

CHAPTER VII

LESSONS PLANS FOR UNIT II —

“BOYS AND GIRLS IN OLD-TIME SCHOOLS”

Topic

Unit II of *Let's Look Around* offers stories, poems, and informative material about American schools and school children of colonial and pioneer periods. The purpose of the unit is not only to encourage the children to read widely about schools and school life in our country in the past, but also to interest them in comparing life at the present time with that of earlier days. Some interest may also be aroused in comparing school conditions in various parts of our country at the present time. Country children may be interested in the types of schools found in larger cities and city children may secure information about one-room schools, consolidated schools to which pupils come from great distances, and other schools characteristic of rural sections.

It is possible that, instead of making an intensive study of schools, the pupils may be more interested in making a study of the historical periods represented by the stories and poems in Unit II. A unit of activity based on this idea would give opportunity for much reading of related story material and for consulting simple historical reference books.

Objectives

In addition to fostering reading for information and pleasure, the chapter is organized to develop a number of technical phases of reading. Both the Reader and the Preparatory Book provide for thoughtful reading and for thoughtful use of materials read. The unit begins with a test of speed and accuracy of reading provided by the Preparatory Book. Other Preparatory Book exercises give practice in reading for precise details and in reaching conclusions. Word analysis

skills are developed by Preparatory Book exercises in which the pupils find little words in big words and definitions are worked out from context.

The pupils are aided in grasping the general significance of passages by exercises in which they are required to choose a word which describes the emotion of characters involved or words which constitute an appropriate title. An exercise in the reading and interpretation of maps is included. Skill in the use of reference books is developed by a lesson in the Preparatory Book devoted to alphabetizing and exercises in the Reader which encourage and direct the use of an encyclopedia. The unit contains an exercise in selecting factual material from a narrative selection and in completing and using an outline.

Activities

Since the selections in this unit deal with many phases of school life, the opportunities for collateral activities are almost innumerable. Some of these are suggested in the notes to the pupil which follow the several selections in the Reader. Others are suggested in the Lesson Plans. In general, the most fruitful procedure will be to have the children read extensively concerning school life in other days and to compare this with their own school life and that of children in various parts of the country. The children, whether their school system offers all these or not, are given a chance to consider the school library, the gymnasium, and other special rooms, the kinds of books, pictures and other apparatus in use in their own school, the subjects they study, the games they play, and the activities they follow, and to compare all these with the special features, if any, in the schools earlier Americans attended.

Some of the children may become interested in securing accounts of the schools to which their parents or grandparents or other older friends went. They may find at home and elsewhere pictures and descriptions of other schools than their own — whether old or modern. In the schoolroom, posters may be drawn depicting various phases of school life of an earlier time. As suggested on Reader page 60, old school books, slates, horn books, samplers, and other

materials may be brought in for display. Some of the children may be interested in singing songs or making costume dolls or learning verse or dramatizing episodes characteristic of an earlier period. The unit may perhaps be brought to a close in a program that is a display of the achievements accomplished during this period of work. Children may read from old books they have found or tell of things they have learned, sing old songs, display old costumes, play old-time games, etc. A dramatization of scenes in an old-time school may be given, or such a play as Rachel Field's *Polly Patchwork* may be used. Other activities are suggested in the Preparatory Book and in *Let's Look Around*.

Supplementary reading

As much reading material related to the topic as can be obtained should be made available for the children. It is advisable for the teacher to include with the fourth-grade reading material some books and articles of fifth- or sixth-grade reading difficulty and some others that are on a third- or even second-grade level, in order to provide materials for all levels of ability represented in the group. The following are books that the children might read with profit and enjoyment in connection with this unit.

Books for Children's Reading with Unit II

The easiest books, those of second- or third-grade difficulty, are marked (a); those of average fourth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

Not all the books relate to old-time schools, but all are related to early or pioneering periods.

AUTHOR	TITLE	PUBLISHER
Bass, Florence.	<i>Stories of Pioneer Life</i> (b).	Heath.
Brink, Carol Rylie.	<i>Caddie Woodlawn</i> (pioneering) (c).	Macmillan.
Brock, Emma.	<i>Drusilla</i> (covered wagon days) (b).	Macmillan.
Coblentz, Catherine C.	<i>Animal Pioneers</i> (b-c).	Little.
De Angeli, Marguerite.	<i>Skippack School</i> (c).	Doubleday.

AUTHOR	TITLE	PUBLISHER
De Angeli, Marguerite.	<i>Copper-toed Boots</i> (c).	Doubleday.
Dearborn, Frances R.	<i>How the Indians Lived</i> (b).	Ginn.
La Rue, Mabel Guinnip.	<i>Hoot-Owl</i> (authentic Indian material in story form) (a).	Macmillan.
La Rue, Mabel Guinnip.	<i>Little Indians</i> (authentic Indian material in story form) (a).	Macmillan.
MacElroy, Mary H.	<i>Work and Play in Colonial Days</i> (b).	Macmillan.
McGuire, E., and Phillips, C. A.	<i>Adventuring in Young America</i> (history) (c).	Macmillan.
Meadowcroft, E. L.	<i>The First Year: A Story of the Pilgrims in America</i> (c).	Crowell.
Nida, Stella.	<i>Letters of Polly the Pioneer</i> (b).	Macmillan.
Orton, Helen Fuller.	<i>Treasure in the Little Trunk</i> (early 19th century) (b).	Stokes.
Perkins, Lucy F.	<i>The American Twins in the Revolution</i> (c).	Houghton.
Perkins, Lucy F.	<i>The Puritan Twins</i> (b-c).	Houghton.
Perkins, Lucy F.	<i>The Pioneer Twins</i> (b-c).	Houghton.
Pumphrey, Margaret B.	<i>Pilgrim Stories</i> (b).	Rand.
Savery, Constance.	<i>Moonshine in Candle Street</i> (child life, including school life in England 100 years ago) (b-c).	Longmans.
Snedden, Genevra.	<i>Docas, the Indian Boy of Santa Clara</i> (b-c).	Heath.
Tappan, Eva M.	<i>American Hero Stories</i> (b).	Houghton.
Usher, Roland.	<i>The Story of the Pilgrims for Children</i> (c).	Macmillan.
Wilder, Laura Ingalls.	<i>Farmer Boy</i> (c).	Harper.
Wilder, Laura Ingalls.	<i>Little House in the Big Woods</i> (b).	Harper.
Wilder, Laura Ingalls.	<i>Little House on the Prairie</i> (b).	Harper.
Wilder, Laura Ingalls.	<i>On the Banks of Plum Creek</i> (b).	Harper.
Wilson, Lucy L. W.	<i>History Reader for Elementary Schools</i> (b).	Macmillan.

Poems for Use with Unit II

Only a few of the poems relate specifically to old schools, but they are all in one way or another suggestive of an earlier day.

The numbers following each title indicate the books in which the poem may be found. For the related list of collected poems and anthologies, see Manual pages 285-287.

Child, Lydia Maria.	Thanksgiving Day 39
Conkling, Hilda.	The Old Bridge 7, 39, 42
De la Mare, Walter.	Someone 9, 35, 37, 39, 42
Farjeon, Eleanor.	Light the Lamps Up, Lamplighter 44
Field, Rachel.	Great-Uncle Willie 14
Field, Rachel.	Old Houses 14
Field, Rachel.	The Old Music Box 13
Hale, Sarah Josepha.	Mary's Lamb 40, 44
Haynes, Carol.	Aunt Selina 39, 40
Lindsay, Vachel.	The Flower-fed Buffaloes 39
Lomax, John A. (Editor).	A Home on the Range 39
Longfellow, H. W.	Hiawatha's Childhood 37, 39, 44
Old Rhyme.	Boys and Girls Come Out to Play 44
Old Rhyme.	The House that Jack Built 40, 44
Old Rhyme.	I Saw a Ship a-Sailing 39, 44
Old Rhyme.	When the Wind Is in the East 44
Old Song.	The Green Grass Growing All Around 39, 40
Rands, William Brighty.	The Peddler's Caravan 39, 40, 44
Roberts, Elizabeth Madox.	The Grandmother 25, 39
Scott, Walter.	Lullaby of an Infant Chief 39, 44
Scott-Hopper, Queenie.	Very Nearly 37, 39
Stevenson, Robert Louis.	Farewell to the Farm 27, 39
Wynne, Annette.	Books Never Tell 34
Wynne, Annette.	Indian Children 34, 35
Wynne, Annette.	The Pilgrims Came 34, 39

Selected Songs for Unit II

For Unit II, Psalm 100, as found in "The Book of Psalms," 1612, *The Music Hour*, Bk. III, page 27, Silver Burdett is recommended.

Suitable songs for this unit appear only in books not easily avail-

able. However, they are being listed here for those teachers who, by some chance, may have access to them.

Geography Song. Child's Own Music Book, Wier, Appleton.

Old Hundred, Bay Psalm Book. Make Yee a Joyfull Sounding Noise.

The Singing Meeting. The Boston School Song Book, Lowell Mason, 1842.

Vowel Song: B-1, Ba, etc.

Welcome, Friends and Comrades Dear. National School Singer, 1875.

UNIT II—PART 1

A. PREPARATORY BOOK PAGES 15-19

(PREPARATION FOR PAGES 49-60 IN "LET'S LOOK AROUND")

Pages 15-16

Objectives

These pages contain a test of speed and accuracy in reading, which is to be administered and scored in the same way as the test on pages 1 and 2.

The last exercise on page 2 gives training in skimming and in finding details to support a statement.

Procedure with Preparatory Books

The teacher may recall to the pupils the previous test and they may describe the procedure which they followed. She should tell them that as soon as they have read the article on page 15, they are to turn to page 16 and answer the questions there without looking back at the story.

When the teacher says "Begin," the pupils may read page 15 silently. The teacher will write numbers on the blackboard as she did for the previous test (see Manual page 92) and as each pupil finishes reading, he will write in the blank the last number on the blackboard. He will then turn to page 16, read it silently, and follow the directions.

Procedure without Preparatory Books

The teacher may select from some available book a passage comparable in length and difficulty to the article on page 15. She may prepare ten questions similar in character to those on Preparatory Book page 16 but based on the passage to be used as a test. The questions may be put on the blackboard. The pupils may read the test selection while the teacher times their reading as directed on Manual page 93. They may then read the blackboard material and write their answers on paper.

The teacher may also provide a blackboard exercise in skimming similar to the last one on Preparatory Book page 16 and based on the article her pupils have read as a speed test.

Follow-up

Pupils with Preparatory Books may exchange their books to correct the answers to the questions on page 16 based on "The New Teacher." The answers are:

- | | |
|-------------------------------|---------------------------------|
| 1. white | 6. a big boy |
| 2. high brown shoes | 7. because he lived so far away |
| 3. to make herself look older | 8. draw pictures |
| 4. with a bell | 9. third grade |
| 5. six | 10. the teacher |

When the books are returned to the owners, each pupil should compute his score and make the proper entries on Preparatory Book pages 91 and 92.

The answers to the skimming tests should be read aloud and discussed. Differences of opinion will lead to rereading of the article. The statements to be expected from the pupils are:

- (a) Her face was red.
- (b) She had tried to make herself look older.
- (c) Her knees shook.

The pupils may reread orally and discuss the selection on page 15. They may compare the school situation described there with conditions in their own school.

Pupils without Preparatory Books may exchange papers and proceed in the manner directed above for classes with the books. After making the proper entries on their charts and graphs, they may take turns reading aloud "The New Teacher" from the teacher's copy of the book. The questions on page 16 may be answered orally or the teacher may put them on the blackboard and have the pupils write their answers on paper.

Page 17

Objectives

This page is designed to familiarize the pupil with the forms and meaning of contractions and to give further insight into word analysis. It provides also an exercise in reading number words and writing numbers.

Introduction

Some oral discussion of contractions may precede the work with this page.

Procedure with Preparatory Books

The pupils may read the page silently and work out the exercises independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the Preparatory Book exercises. The pupils may read them silently and write their answers on paper.

Follow-up

The exercises may be corrected according to one of the methods suggested on Manual pages 54-55.

The pupils may suggest other contractions and later distinguish between acceptable contractions and mere carelessness in pronunciation. They may compose original sentences using each of the contractions in the exercise. The work with contractions may afford a good opportunity to teach the pupils to use *don't* and *doesn't* correctly and to eliminate from their speech such undesirable expressions as *ain't*, etc.

Pages 18-19**Objectives**

These pages are designed to teach the pupils how to interpret maps and to give geographical information which will clarify the next Reader selection.

Introduction

If the pupils have had no previous experience with maps, work with a wall map or globe should precede the work with these pages.

Procedure with Preparatory Books

The map on page 18 may be studied and discussed by the group. Most pupils can then read silently and work out independently the exercises on page 19. Slow groups may read the exercises silently and orally under the teacher's direction before attempting the written work.

Procedure without Preparatory Books

The teacher may shorten and adapt for blackboard use the instructions on page 19. Each pupil should be provided with an outline map of the United States. Such maps can be purchased inexpensively. If purchased maps are not available, the teacher may provide homemade outline maps reproduced on a hectograph or other duplicating machine, or each pupil may trace his own outline map from a geography or atlas. The lesson may then proceed in the way suggested for classes with Preparatory Books.

Follow-up

Page 19 may be read aloud for correction. The teacher should make sure that each child clearly understands what is required.

Later, comparisons may be made between the Preparatory Book (or the outline) map and regular maps on which all features are permanently indicated.

Further map work should grow out of this exercise. The pupils should be encouraged to refer to maps whenever they serve to clarify

or amplify a discussion. They should learn to distinguish rivers, mountains, and other features ordinarily shown on maps.

They may become interested in making a map of their own locality.

B. "LET'S LOOK AROUND," PAGES 49-60

Page 49

The pupils may examine the picture on page 49 and read the unit title.

Pages 50-51

Objectives

This poem introduces the theme of the unit and provides a starting point for discussion of life in olden times.

Preparation

Preparatory Book pages 15-19 (or equivalent exercises for classes without Preparatory Books) should be completed before this selection is read.

Reading

The poem may be read silently by all the pupils and orally by some of the best readers.

Follow-up

Starting with the information which the poem gives about the duties of children in bygone days, the children may tell whether they would like to have lived at that time. They should be encouraged to give reasons for their statements.

Pages 52-60

Preparation

Preparatory Book pages 15-19, or the equivalent exercises suggested for classes without Preparatory Books, should be completed before this selection is read.

Introduction

Continuing the theme of the discussion which followed "Samplers," the pupils may tell what they know of old-time schools. Questions which arise during the discussion may be noted and answered later.

Reading

The pupils may read the selection silently. Following this silent reading they may work out the exercises on pages 59-60.

Follow-up

The pupils may read aloud and check with the story their answers to the "Which Is Right" exercise.

The correct answers are:

- | | | |
|----------------|--------------|-----------------|
| 1. schools | 5. logs | 9. the alphabet |
| 2. house | 6. paper | 10. wood |
| 3. dame school | 7. fireplace | 11. church |
| 4. sampler | 8. books | 12. quill pens |

If doubt exists on any point, the pupils should turn back to the story and find the passage where the information is given.

Questions like the following may be used as a starting point for further discussion:

Why was a dame school so called?

Was it fair to seat some children in the coldest part of the room?

How satisfactory would oiled paper be for windows?

Find out the approximate time when schools like those in the story were common.

"Things to Do," page 60, offers suggestions for interesting follow-up activities. If an old horn book cannot be obtained, a reproduction of one can be secured from the magazine "The Horn Book," 264 Boylston Street, Boston, Mass.

The pupils may make horn books. The information given on page 56 will serve as a starting point and further information may be secured from some of the books mentioned in the book lists. Cellophane may be used to take the place of the horn.

Some of the girls may enjoy making samplers.

The pupils may make quill pens. They may secure pieces of birch bark or flat pieces of wood and attempt to write on this material.

UNIT II—PART 2

A. PREPARATORY BOOK PAGES 20-21

(PREPARATION FOR PAGES 61-73 IN "LET'S LOOK AROUND")

Page 20**Objectives**

These exercises are intended to increase the pupils' ability to see significant parts of words. For this purpose they direct attention toward little words in big words.

Preparation

The pupils may have oral experiences with words similar in character to those used in the exercises on the Preparatory Book page.

Procedure with Preparatory Books

The pupils may read the page silently and carry out the directions.

Procedure without Preparatory Books

The teacher may write on the blackboard the exercises of the Preparatory Book page. The pupils may read the exercises silently and work them out on paper.

Follow-up

The exercises should be corrected in one of the ways suggested on Manual pages 54-55.

The teacher or the pupils may suggest other words which may be broken up into their component parts. They may attempt to build groups of words related to those presented on the Preparatory Book page. Thus *schoolmates* may suggest *classmates*, *playmates*, *roommates*, etc.; *troublesome* may suggest *tiresome*, *wholesome*, *handsome*.

The pupils may tell how the identification of little words helps in the working out of larger words. They should be encouraged to apply this technique to vocabulary problems which arise in their reading.

The words listed below or any other small words which the pupils may correctly find in the big words on page 20 should be accepted by the teacher.

coiled: coil, oil, led
slate: late, ate, at
linen: line, in
panting: pant, ant, an, tin, pan
meanness: mean, me, an
milkman: milk, man, an
gangway: gang, way, an

The answers to the last exercise on page 20 are:

greenery — green
pancakes — pan
aside — side
dismissed — miss
lengthways — way
outline — out

Page 21

Objectives

In these exercises several words are used in context illustrating their meaning, and the pupil is then required to select a definition of each of these words from several alternatives. By this means his understanding of word meanings is clarified and he has advance experience with words he will encounter in a coming Reader selection.

Preparation

Work with the Preparatory Book page may be preceded by oral exercises in working out meanings from context. These oral exercises should be similar in character to the Preparatory Book exercises but should not duplicate them.

Procedure with Preparatory Books

The pupils may read the exercises silently and work them out independently.

Procedure without Preparatory Books

The teacher may reproduce the Preparatory Book exercise on the blackboard. The pupils may then read the blackboard material silently and carry out the exercise on paper.

Follow-up

The exercise should be corrected in one of the ways suggested on Manual pages 54-55.

The pupils may reread each sentence orally, substituting the definition for the word originally used. They may be led to see that the altered form of the sentence, while it is in many cases longer and more awkward than the original, is not changed in meaning.

The pupils should be assisted in seeing the value of using the context as a way of discovering the meaning of previously unknown words.

The pupils may find little words or familiar parts in the words defined by the Preparatory Book exercise.

Each pupil may make up one exercise similar to those on the Preparatory Book page. Pupils may then exchange papers and work out the exercises.

B. "LET'S LOOK AROUND," PAGES 61-73**Pages 61-73****Objectives**

This selection is designed to foster interest in the reading of historical material and to increase the pupils' ability to secure factual information from narrative content. It is followed by exercises which check comprehension and recall, introduce italic type, continue training in the use of the dictionary, and give practice with synonyms.

Preparation

Preparatory Book pages 20-21, or equivalent exercises for classes without Preparatory Books, should be completed before the pupils read this selection.

The pupils may be asked to tell how long they think the type of

school described in "Old-Time Schools" continued. The teacher or the pupils may suggest that other types of schools have intervened between the colonial school and that of the present day.

Reading

The pupils may read the story silently and proceed at once to the exercises on pages 72-73.

Follow-up

The correct answers to the test on page 72 are:

- | | | | |
|--------|--------|--------|---------|
| 1. Yes | 4. Yes | 7. Yes | 10. Yes |
| 2. No | 5. No | 8. No | 11. No |
| 3. Yes | 6. Yes | 9. No | 12. No |

The words in italics which the pupils are to find in response to Exercise 1 on page 73 are *The Hoosier Schoolboy*, *The Farmer Boy*, *Yes*, *No*, *italic letters*, *bundle*, *doe*, *answer*, *reply*.

The alphabetic order of the words in Exercise 2 on page 73 is as follows:

bundle	jelly	sloping
doe	London	thimble
early	meat	until
Friday	needles	vegetable
germs	oxen	weed
horn	panel	year

The correct arrangement of the words in Exercise 3 on page 73 is:

answer — reply	delighted — pleased
bench — seat	swift — quick
brook — stream	tallow — fat

The pupils may reread orally passages from the story which prove the correctness of their answers to the exercise on page 72.

Pupils may take turns in reading episodes from the story. They should try to read these passages with the expression and intonation used by Great-Grandfather as he related the event.

The pupils should be encouraged to ask questions or make contributions of information relating to the story.

Questions like the following may be used to stimulate additional discussions:

Was *Greatest* a good name for Great-Grandfather Warren?

About what year did Great-Grandfather Warren begin school? (The pupils may note that Great-Grandfather Warren is almost eighty years old (page 61) and that he was five years old when he started school (page 63). They may assume that he told his story in the year in which they are reading it.)

Why did Great-Grandfather Warren think it was strange to have a swimming pool, a kitchen, and a sewing room in a school building?

What direction should light come from in a schoolroom?

The pupils may compare "Great-Grandfather's School Days" with "Old-Time Schools." They may select points on which information is given by both selections — for instance, the school building, the heating system, the teachers — and compare conditions in each type of school.

The pupils may make illustrations for episodes which are not illustrated in the Reader. They should study the Reader illustrations carefully and make their original pictures conform to them.

UNIT II — PART 3

A. PREPARATORY BOOK PAGES 22-23

(PREPARATION FOR PAGES 74-88 IN "LET'S LOOK AROUND")

Page 22

Objectives

This page contains several exercises in determining the emotional tenor or general meaning of a selection.

Procedure with Preparatory Books

The pupils may read the page silently and work out the exercises independently.

Procedure without Preparatory Books

The passages may be numbered from one to four. The teacher may put on the blackboard each of the concluding questions or directions and the words from which the choice of answers is to be made. Pupils may then take turns reading aloud from the teacher's copy of the Preparatory Book the narrative portions of each passage. After the reading of each passage the class may carry out on paper the exercise relating to it.

Follow-up

The exercises should be corrected according to one of the methods suggested on Manual pages 54-55.

As each exercise is corrected, the pupils may give their reasons for selecting a particular answer.

The pupils may illustrate one of the exercises.

Additional exercises of the same kind may be devised by the teacher or the pupils.

Page 23**Objectives**

The exercises on this page are designed to develop skills which function in the use of a dictionary.

Procedure with Preparatory Books

The pupils may read the exercises silently and carry them out independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the material from the Preparatory Book page. The pupils may work out the exercises on paper.

Follow-up

The exercises should be corrected according to one of the methods on Manual pages 54-55.

The pupils may discuss and illustrate the value of being able to alphabetize promptly and accurately.

The pupils may pronounce each of the words in the list offered for alphabetizing. They should be encouraged to use the techniques, such as syllabication, finding little words in big words, which have been previously introduced in Preparatory Book exercises. They should note also the unphonetic character of such words as *lose* and *neighboring*.

The pupils may use each of the words in a sentence. They may then attempt to work out a definition for each word, checking their definitions with those in the dictionary.

The correct alphabetic listing of the words on page 23 is as follows:

ages	impossible	reply
beating	jelly	salute
completed	kept	taught
difficult	lose	usual
enjoy	march	varied
forked	neighboring	whip
grand	outline	young
helter-skelter	pudding	zoo
	queer	

B. "LET'S LOOK AROUND," PAGES 74-88

Pages 74-87

Objectives

This selection gives the pupils further experience in reading historical material and in gleaning factual information from a narrative. The exercises which follow give training in making an outline, securing information related to a specific topic, and using the dictionary.

Preparation

The pupils should complete Preparatory Book pages 22-23, or the equivalent exercises for classes without Preparatory Books, before they read this selection.

The teacher may tell the pupils that they are going to read a story which took place at about the time of "Great-Grandfather's School

Days." She may encourage them to keep in mind while reading this story the information which they have previously acquired in regard to schools of this period.

Reading

The pupils may read the story silently. They may then proceed with the exercise "Sentences to Finish," on pages 86-87.

Follow-up

The pupils may read aloud and check the completed exercise. The following answers indicate what may be expected:

- | | |
|----------------------------|--------------------|
| 1. berries | 7. the schoolhouse |
| 2. a huge snake | 8. on fire |
| 3. a live rattlesnake | 9. of board |
| 4. the river bank | 10. a trench |
| 5. balanced on their heads | 11. was put out |
| 6. one-room schoolhouse | 12. dog |

Using each of the sentences in the outline as a starting point, the pupils may turn back to the story and read the passages in which the outline statement is developed.

The following questions may serve as starting points for related discussions:

What parts of this story were more interesting to you because of what you have previously learned about old-time schools?

Are any of the events in this story similar to events which Great-Grandfather Warren told?

Was Chimney Bluffs a good name for the place where the Woodlawn children went to pick berries?

Do you agree with the statement on page 75 that "though the children were brave, they were not careless"?

Is "Unexpected Heroes" a good name for the last section of this story? Why?

Of what use was it to dig a trench as the boys did?

In what way did the children owe their lives to Caddie's Indian dog?

The pupils may make outlines similar to that on pages 86-87 for other stories which they have read.

The pupils may retell the story orally. Each pupil may take one point in the outline and develop it. The teacher should show them how the outline helps them to recall the events of the story in their proper order.

"Adventures of the Woodlawns" offers good material for dramatization or a classroom movie.

The activities suggested in "Things to Do," page 87, should be undertaken. Pupils who find additional information about Wisconsin may report to the class, and other pupils may question them.

Some of the books suggested on page 86 should be read. *Caddie Woodlawn* might be read aloud to the class by some of the better readers. Pupils who are to read aloud should be permitted to read silently in advance the material which they intend to present to the audience.

The pupils should enter on Preparatory Book page 96 the appropriate information about books read in connection with this unit.

Page 88

Reading

The pupils may read the poem silently. Later, some of the good readers may read it aloud.

Follow-up

After reading the comment about the title of the book from which "Grandmother's Brook" is taken, the pupils may suggest other book titles which they have found pleasing.

C. PREPARATORY BOOK PAGE 24

Page 24

Objectives

The first half of this page gives practice in selecting factual material from a narrative selection. The second half provides an opportunity to check the pupils' mastery of some of the more difficult words in the

selections they have just read. It also gives training in discriminating among words which possess features in common. See discussion of Preparatory Book page 6 for further comments on this type of exercise.

Procedure with Preparatory Books

The pupils may read the page silently and work out the exercises independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises based on the "Adventures of the Woodlawns," numbering them from 1 to 5. The pupils may find the answers to these questions and write the appropriate page numbers on paper.

The teacher may reproduce on the blackboard the groups of words given on the second half of page 24. The pupils may be directed to write on a paper each word which is repeated within a group.

Follow-up

The answers to the questions based on "Adventures of the Woodlawns" are as follows:

- | | |
|------------|------------|
| 1. Page 77 | 4. Page 84 |
| 2. Page 77 | 5. Page 81 |
| 3. Page 79 | |

The answers to the word test are:

boasted	history	medal
shout	glance	rushing
whopper	titter	we'll
compared	prairie	dame
fled	lap	
admitted	owe	

The exercises should be corrected according to one of the methods suggested on Manual pages 54-55.

The pupils may find other facts given in the story, "Adventures of the Woodlawns," and list the pages on which they occur.

The pupils may make sentences using the words on the second half of the page. They may pronounce each of the words, using the techniques for word study which have been previously introduced. They may notice that the words in each group begin with the same initial letter.

The word test may be re-used in a variety of ways. The teacher may, for instance, pronounce aloud one word in each group and the pupils may underline that word with a pencil of distinctive color. If various colors are used, the activity may be repeated several times.

CHAPTER VIII

LESSON PLANS FOR UNIT III —

“BOYS AND GIRLS OF TODAY”

Topic

Part III of *Let's Look Around* offers stories and poems about present-day children. All the selections are of a pleasant character. They tell of happy, lively boys and girls living in typical American homes and observing desirable standards of fun and fair play, and wholesome social relationships. Since the stories are true or “might-be-true,” pupils will find in them much that recalls or interprets their own experiences.

Objectives

The Reader selections lend themselves to rapid reading for enjoyment and therefore provide opportunity for exercising that type of reading which is of most common occurrence in out-of-school life. Various types of study reading are developed in the Reader and Preparatory Book by tests of speed and accuracy, practice in recalling specific details of a passage, incentives for making generalizations about story characters, exercises in finding passages which support a statement, the use of a map to indicate the geographical setting of a story, and comparisons between summaries and complete text. The word-study program provides advance experience with the more difficult words encountered in the Reader, continues training in alphabetizing and the use of the dictionary, encourages the use of picture clues and definitions in working out new words, gives practice in matching word forms and in finding synonyms, and develops phonetic skill by directing attention toward rhyming words.

Activities

The reading of this unit may lead to much reading and storytelling about contemporary life. The class might divide into groups to study

life in different parts of our country today. Arrangements could be made to correspond with children in other states and to exchange snapshots with them.

The pupils may tell and write stories of their own experiences. They may choose such topics as "My Funniest Experience," "My Most Exciting Adventure," "Making New Friends," "My Favorite Game." An interesting class booklet might be made of such stories written and illustrated by the pupils.

A collection of pictures of members of the class might be made. If a camera can be obtained for use by the class, the pupils might like to plan and take a series of pictures showing typical indoor and outdoor activities.

Newspapers and magazines can be scanned for articles about children, and appropriate material selected for reading to the class.

A study might be made of the provisions for children's welfare in the local community. Such a study might include investigations of health protection, facilities for recreation, the activities of clubs and organizations like the Boy Scouts and Girl Reserves, church clubs, stores catering to children, library service for children, and theater programs for children. These investigations might include interviews with persons working in each of the fields and some of them might be invited to talk to the class. An interesting program incorporating the results of the investigations could be planned as the culmination of the work with this unit.

Books for Children's Reading with Unit III

The easiest books — those of second- or third-grade difficulty — are marked (a); those of average fourth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

AUTHOR	TITLE	PUBLISHER
Bacon, Peggy.	<i>Mischief in Mayfield</i> (c).	Harcourt.
Brink, Carol Ryrie.	<i>Baby Island</i> (b-c).	Macmillan.
Coatsworth, Elizabeth.	<i>The Littlest House</i> (b-c).	Macmillan.
Dalgliesh, Alice.	<i>Relief's Rocker</i> (b-c).	Macmillan.
Dalgliesh, Alice.	<i>The Blue Teapot</i> (b-c).	Macmillan.

AUTHOR	TITLE	PUBLISHER
Dalglish, Alice.	<i>Roundabout</i> (b-c).	Macmillan.
Dearborn, Blanche J.	<i>Winter Time</i> (a).	Macmillan.
Dearborn, Blanche J.	<i>City Friends</i> (a sequel to <i>Winter Time</i>) (a).	Macmillan.
Gates, Baker and Peardon.	<i>The Story Book of Nick and Dick</i> (a).	Macmillan.
Gates, Baker, and Peardon.	<i>The Caravan of Nick and Dick</i> (a).	Macmillan.
Hader, Berta and Elmer.	<i>Tommy Thatcher Goes to Sea</i> (a).	Macmillan.
Harrington, Isis L.	<i>Komoki of the Cliffs</i> (a modern Hopi Indian Boy) (b).	Scribner.
Hauman, George and Doris.	<i>Happy Harbor</i> (b).	Macmillan.
Hill, H., and Maxwell, V.	<i>Charlie and His Friends</i> (b-c).	Macmillan.
Hill, H., and Maxwell, V.	<i>Charlie and the Surprise House</i> (b-c).	Macmillan.
Hunt, Clara W.	<i>About Harriet</i> (b).	Houghton.
Hunt, Mabel Leigh.	<i>The Little Girl with Seven Names</i> (b-c).	Stokes.
Hogan, Inez.	<i>Nicodemus and the Little Black Pig</i> (a little colored boy and his pig) (a).	Dutton.
Lattimore, Eleanor F.	<i>Junior: A Colored Boy of Charleston</i> (a).	Harcourt.
Magazines.	<i>Jack and Jill</i> (a-b).	Curtis Pub. Co.
	<i>Child Life</i> (b-c).	Rand.
	<i>Story Parade</i> (b-c).	Story Pa- rade Co., N. Y.
Orton, Helen Fuller.	<i>Grandmother's Cooky Jar</i> (a).	Stokes.
Peardon, C. C., and Comegys, Z.	<i>Adventures in a Big City</i> (two small boys in New York City) (b).	Macmillan.
Perkins, Lucy Fitch.	<i>The Farm Twins</i> (a).	Houghton.
Petersham, Maud and Miska.	<i>Auntie and Celia Jane and Miki</i> (b).	Doubleday.
Robinson, Ruth M.	<i>Toward Freedom</i> (b).	Macmillan.
Stone, Amy Wentworth.	<i>Here's Juggins</i> (b-c).	Lothrop.

AUTHOR	TITLE	PUBLISHER
Stone, Amy		
Wentworth.	<i>P-Penny and His Little Red Cart</i> (b-c).	Lothrop.
Stong, Phil.	<i>Honk, the Moose</i> (b).	Dodd.
Stong, Phil.	<i>No-Sitch, the Hound</i> (b).	Dodd.
Tousey, Sanford.	<i>Cowboy Tommy</i> (boy on a ranch) (c).	Doubleday.
Tousey, Sanford.	<i>Cowboy Tommy's Roundup</i> (c).	Doubleday.
Turpin, Edna.	<i>Three Circus Days</i> (a).	Macmillan.
Turpin, Edna.	<i>Zickle's Luck</i> (b).	Macmillan.
Wheelock, Sarah.	<i>The Three Little Warrens</i> (b-c).	Stokes.
White, Eliza Orne.	<i>The Green Door</i> (b-c).	Houghton.

Poems for Use with Unit III

The numbers following each title indicate the books in which the poem may be found. For the related list of collected poems and anthologies, see Manual pages 285-287.

Aldis, Dorothy.	Hands 1, 35
Aldis, Dorothy.	Feet 1, 35
Baruch, Dorothy W.	Merry-Go-Round 4, 35
Bennett, Henry H.	The Flag Goes By 40
Burr, Amelia J.	Rain in the Night 39, 42
Chute, Marchette G.	Farmers 6
Chute, Marchette G.	Jemima Jane 6
Chute, Marchette G.	Presents 6
Chute, Marchette G.	The Tea Party 6
Davies, Mary Carolyn.	The Day before April 35, 42
Davies, W. H.	Happy Wind 44, 45
De la Mare, Walter.	Softly, Drowsily 9, 35
Farrar, John.	Morning at the Beach 44
Field, Rachel.	Grace for an Island Meal 14
Field, Rachel.	Islands 14
Field, Rachel.	My Inside Self 14
Field, Rachel.	The Playhouse Key 15, 39
Field, Rachel.	Rebellion in September 14
Field, Rachel.	Skyscrapers 14
Field, Rachel.	A Summer Morning 14, 35
Fyleman, Rose.	The Balloon Man 19, 35
Markham, Edwin.	Rules for the Road 44
McCord, David.	When I Was Christened 21
Miller, Mary Britton.	Field 22
Miller, Mary Britton.	Shore 22, 35

Milne, A. A.	Rice Pudding 23
Morley, Christopher.	The Milkman 39
Reese, Lizette Woodworth.	A Little Song of Life 39, 42
Riggs, Katharine D.	Mockery 37, 39, 42
Riley, James W.	Extremes 24, 39, 40
Roberts, Elizabeth Madox.	Mumps 25, 39, 45
Roberts, Elizabeth Madox.	Strange Tree 25, 39.
Rounds, Emma.	The Ballad of the Merry Ferry 39, 44
Sandburg, Carl.	Fog 35, 37, 39, 42, 45
Sherman, Frank Dempster.	Daisies 37, 45
Stephens, James.	Check 35, 37, 42
Stephens, James.	White Fields 35
Stevenson, Robert Louis.	The Land of Storybooks 27, 39, 40, 45
Stevenson, Robert Louis.	My Shadow 27, 39, 40, 44
Stevenson, Robert Louis.	The Wind 27, 35, 37, 39, 40
Teasdale, Sara.	The Coin 28, 42
Teasdale, Sara.	The Falling Star 28, 35, 43
Teasdale, Sara.	Night 28, 35, 43
Tippett, James S.	The Park 30, 35

UNIT III — PART 1

A. PREPARATORY BOOK PAGES 25-29

(PREPARATION FOR PAGES 89-102 OF "LET'S LOOK AROUND")

Pages 25-26

Objectives

These pages afford tests for measuring objectively the pupils' speed and comprehension in reading. The pupils should become interested in observing their own progress and in recording their scores and making their "reading curve." The results of these tests help the teacher to diagnose the needs of each individual in the class.

Procedure with Preparatory Books

The test of speed and accuracy is to be administered in the same way as the earlier speed tests. (See Manual page 92.)

After taking the test of speed, the pupils are to proceed immediately to the questions and activities on page 26. They should be encouraged to do these exercises without referring back to the story.

Procedure without Preparatory Books

The teacher should select from a book available to all the members of the class a passage comparable in length and difficulty to the selection on Preparatory Book page 25. She should prepare questions emphasizing recall of details in the selection similar to those on Preparatory Book page 26.

The pupils may take this test of speed and accuracy in the manner directed for classes using the Preparatory Books.

After all work with the test has been completed, the pupils may take turns reading aloud from the teacher's copy of the Preparatory Book the article, "Seven Smiths," on page 25. They may answer orally the questions on page 26, or the teacher may put the questions on the blackboard and the pupils may write their answers on paper.

Follow-up

The answers to the "Which Is Right?" test on page 26 are as follows:

- | | | |
|-----------|------------------|------------|
| 1. George | 5. a kitten | 8. George |
| 2. horses | 6. road machines | 9. in town |
| 3. twins | 7. sell it | 10. George |
| 4. Jim | | |

After the pupils complete the test, they should check their answers to the questions, then record their scores on the blank (Preparatory Book page 91 or the equivalent blank), and make the next entry on their "reading curve" (Preparatory Book page 94 or equivalent graph).

The second group of exercises on page 26 may be taken up when desired. The pupils should first read all the questions, then skim page 25 and answer them. Later the answers may be compared, and page 25 reread if disagreements occur.

The answers to the second exercise on page 26 are:

1. Mr. Smith planned that George would make plenty of money buying and selling horses, teaching people how to ride, or riding in a Wild West Show.
2. Answers will vary.

3. He wanted to keep his pony and didn't care about road machines any more.
4. Four
5. Three
6. George at ten could ride anything on the farm.

Jim was interested only in riding up and down the country roads . . .

Helen spent her time with a poor, thin little kitten she had found in the woods.

. . . machines came by to cut a new road through the farm.

. . . off they went to town.

These words and sentences show that the Smiths lived on a farm in the country.

Page 27

Objectives

The exercises on this page are designed to call attention to rhyming words and to develop the pupils' ability to use familiar phonograms in working out new words.

Procedure with Preparatory Books

The pupils may read the page silently and carry out the instructions.

Procedure without Preparatory Books

The teacher may reproduce the material of this page on the blackboard. The pupils may work out the exercises on paper.

Follow-up

After checking their answers in one of the ways suggested on Manual pages 54-55, the pupils may examine each pair of words and indicate the letters which produce the rhyming sound.

The pupils may make up jingles using each pair of rhyming words.

They may suggest other words which rhyme with each of the words given.

The rhyming words for each sentence are:

- | | |
|-----------|------------|
| 1. twin | 8. smart |
| 2. polite | 9. jig |
| 3. shed | 10. crash |
| 4. dad | 11. shrill |
| 5. mop | 12. jug |
| 6. fried | 13. tore |
| 7. whole | |

Page 28

Objectives

This page is designed to introduce vocabulary which will be used in a story in *Let's Look Around* and to give practice in locating specific words.

Procedure with Preparatory Books

If it seems necessary, before beginning the reading of this exercise the teacher may have the pupils read the words which are listed at the end of the selection. She should assist pupils to apply to these words techniques of word analysis which have been introduced in the Preparatory Book exercises. In this preliminary reading, meanings need not be emphasized; pupils may be told that meanings will become clear when the words are read in the selection.

Procedure without Preparatory Books

The teacher may list on the blackboard the 12 words which are given after the selection. The pupils may read these words and compose sentences using each one.

Pupils may take turns reading the selection from the teacher's copy of the Preparatory Book. The other pupils should listen attentively for the appearance in the selection of the words of the list.

Follow-up

After the exercise has been corrected according to one of the methods suggested on Manual pages 54-55, the pupils may reread and

discuss the selection. If they have had similar experiences, they may be encouraged to tell about them.

Later, they may make an illustration for the story.

Page 29

Objectives

This page is designed to introduce characters which will appear in a story in *Let's Look Around* and to give the pupils further experience in the use of pictures as a means of clarifying ideas.

Procedure with Preparatory Books

The pupils may read the page silently and follow the directions.

Procedure without Preparatory Books

Pupils may take turns in reading the selection from the teacher's copy of the Preparatory Book. After this reading the pupils may dictate to the teacher the proper names which appeared in the selection and they may compose a short descriptive statement for each one. The teacher may write these descriptive statements on the blackboard and they may be reread by several of the pupils. Care should be taken that the vocabulary in these statements includes all words on the Preparatory Book page.

Follow-up

After checking the Preparatory Book exercises in one of the ways suggested on Manual pages 54–55, the pupils may reread the selection orally and discuss the names of the characters. The teacher should give any assistance needed for correct pronunciation of the names and she should assist the pupils to apply techniques of word analysis with which they are familiar through earlier Preparatory Book exercises. They may discuss nicknames and their appropriateness.

Pupils without Preparatory Books may draw pictures of each of the characters.

The characters described are: Laurence and Jerusha Vance, Tom and Elsa Bennett, Nelly Gray and her two kittens.

B. "LET'S LOOK AROUND," PAGES 89-102

Pages 89-91**Preparation**

The pupils should complete Preparatory Book pages 25-29 (or equivalent exercises for classes without Preparatory Books) before they read this selection.

The teacher may call attention to the chapter title, "Boys and Girls of Today." The pupils may leaf rapidly through the chapter and observe that the illustrations give promise of reading material which corresponds with the chapter title. They may note particularly those illustrations which show scenes similar to ones in which they themselves have taken part.

Reading

The teacher may read herself or have one of the pupils read aloud the introductory note to the poem "Alone." She may then direct the pupils to read this poem silently, keeping the introductory note in mind.

Follow-up

The pupils may tell the content of the poem. The teacher may then ask, "Have you ever felt as this boy did? Tell us about it."

Several pupils may read the poem aloud while the other children listen with closed books. In the oral reading the pupils should be encouraged to show by voice and expression the feeling of the boy in the poem.

Pages 92-102**Objectives**

This selection affords practice in reading a realistic story rapidly for enjoyment. The exercises which follow give training in generalizing from specific incidents, practice with rhyming words, and suggestions for an interesting activity related to the story read.

Introduction

The teacher may recall to the pupils the characters introduced on Preparatory Book page 29.

Reading

The pupils may read the selection silently and proceed at once to the exercise "Which Is Right?" on pages 101 and 102.

Follow-up

The pupils may read their answers to the questions on pages 101 and 102. The answer to each question may be discussed, and supporting passages from the story may be read aloud.

The answers to "Which Is Right?" are:

- | | | | |
|------------|-------------|----------|--------------|
| 1. lively | 3. jolly | 5. brave | 7. surprised |
| 2. serious | 4. pleasant | 6. smart | 8. gray |

The following questions may be used as starting points for discussion:

Was Aunt Henrietta right about Tom and Elsa?

Were Lawrence and Jeru fond of their pets?

Were they wise to attempt to find a home for Pepper in this way? What would have been better?

The questions relating to the care of a kitten ("Things to Do," page 102) may first be used as the basis of an oral discussion. The pupils may suggest additional points to be considered in determining proper care for a kitten. The teacher should have available books in which information on these topics can be found and she should give any assistance that may be needed in using this reference material. Later, the information gathered may be arranged as a series of rules. Each rule may be carefully written or printed on a separate sheet of paper and illustrated by one of the pupils. The sheets may be gathered together in booklet form and provided with a cover. This activity should provide many opportunities for co-operative planning and working.

The correct answers for the final exercise on page 102 are as follows:

- | | |
|------------------------|--------------------------|
| 1. blows, hose, rose | 6. much, Dutch, such |
| 2. call, shawl, fall | 7. pines, shines, lines |
| 3. dress, guess, press | 8. toast, ghost, post |
| 4. funny, honey, money | 9. trains, grains, rains |
| 5. ham, clam, dam | 10. wove, drove, stove |

In each group of words the pupils should notice the letters which make up the parts that sound alike. They should observe that elements which are the same in sound are not always the same in appearance, for instance, *blows* — *hose*, *call* — *shawl*, *funny* — *honey*, etc. They may attempt to add other words to each of these groups and they may make jingles using some of the rhyming words.

UNIT III — PART 2

A. PREPARATORY BOOK PAGES 30-32

(PREPARATION FOR PAGES 103-118 OF "LET'S LOOK AROUND")

Page 30

Objectives

This page is designed to train the pupils to see significant parts in words and to provide specific practice with the phonograms *ea*, *oi*, *ad*, *oy*, *oa*, *ou*, and *ac*.

Procedure with Preparatory Books

The teacher may give advance help with the words *buoy* and *sou'wester*. If necessary, she may explain that *buoy* may be pronounced either *bōō'i* or *boy*. The pupils may be led to see that the correct answer in the exercises involving these words may be arrived at by a process of elimination and that the context reveals at least the approximate meaning of the words.

Procedure without Preparatory Books

The teacher may reproduce the exercises from this page on the blackboard. She may assist the pupils as directed above for classes with Preparatory Books.

Follow-up

The pupils may read the completed exercises orally. They may compose original sentences using each of the words not needed for the completion of the exercise and they may find other words containing the phonograms designated on this page. They may be led to see the difference between rhyming words and words that merely have certain sounds in common.

The correct words to be inserted in the sentences are:

beach	toast
boiled	sou'wester
adopted	acquainted
buoy	pounded

Page 31**Objectives**

This page is designed to develop skill in using pictures to clarify the meaning of unfamiliar words and to give advance experience with words which will be used in a Reader selection.

Procedure with Preparatory Books

The pupils may read the page silently and number the pictures as directed.

Procedure without Preparatory Books

Pupils may take turns reading from the teacher's copy of the Preparatory Book. Provision should be made for all children to see the illustrations. Later, the teacher may reproduce on the blackboard the text of this page, altering the directions so that they constitute instructions to draw a picture of each object named. The pupils may then read the blackboard material silently and draw appropriate pictures. The teacher's copy of the Preparatory Book should be available for consultation while the pupils are drawing.

Follow-up

Pupils with Preparatory Books may check their numbering of the pictures with a key prepared by the teacher. They may then read the text of the page orally and discuss each of the objects named.

Page 32**Objectives**

“About Lobsters” gives background information for the next Reader selection and further practice in reading informative material. The exercise which follows gives training in the use of a summary.

Introduction

The teacher may recall to the pupils that several of the items on the preceding page of the Preparatory Book related to fishermen and fish. She may tell them that they are now about to read informative material relating to an interesting kind of fish.

Procedure with Preparatory Books

The pupils may read the page silently and do the work directed.

Procedure without Preparatory Books

Pupils may take turns reading aloud “About Lobsters” from the teacher’s copy of the Preparatory Book.

The teacher may reproduce on the blackboard the topic sentences which are given at the end of the page. The pupils may read these and number them in the order in which they occurred in the story. Taking each statement in its proper order, the pupils may reproduce orally from memory the content of the entire paragraph.

Follow-up

The numbers to be written in front of the sentences are: 3, 1, 2, 4, 6, 5.

After the exercises have been corrected according to one of the methods suggested on Manual pages 54–55, the pupils may read the selection orally. The teacher should make sure that the content is clearly understood. She should be especially careful about this in situations where it is likely that few children are familiar with lobsters.

The pupils may reread the topic sentences in their proper order. They may observe that an outline is helpful only when the items are arranged in proper sequence.

The pupils should be encouraged to look in available reference books for further information about lobsters and other shellfish.

B. "LET'S LOOK AROUND," PAGES 103-118

Pages 103-116**Objectives**

This selection provides opportunity for rapid reading for enjoyment. In some cases it will give information about an unfamiliar locality — the seashore. All children will enjoy the pleasant little girl who is its chief character. The exercises which follow the story give training in locating passages to support generalizations made and further practice in alphabetizing.

Preparation

The pupils should complete Preparatory Book pages 30-32 before they read this selection.

The teacher or one of the pupils may read aloud the introductory paragraph on page 103. The children may then be directed to proceed with the silent reading of the story, keeping in mind this introductory paragraph and the information about lobsters which was given in the Preparatory Book.

Reading

The class may read the story silently and proceed at once to the exercise "Prove It," on pages 115 and 116.

Follow-up

The following answers indicate the responses the pupils may be expected to make in this exercise:

1. He was called Big Tom Tibbetts (page 104).
2. Juggins and Daddy were up in a dory on top of the water (page 105).
3. The piece of fish smells very, very good to the lobster (page 106).
4. Cunners are little fish (page 107).
5. Juggins walked through the grassy pasture (page 110).
6. The lobster came off with a piece of Joey's shorts held tight in his claw (page 113).

7. "Granny, Granny, Granny!" cried poor Joey (page 113).

8. Joey was a thin little boy (page 113).

The story may be read orally, and the following questions may be used to stimulate further discussions:

What is a trap door? Is this a good name? Why? Give reasons and read passages from the story to support your opinion.

In preparation for the suggested class talk about the different kinds of shellfish, encourage and assist the pupils to make use of the dictionary, the encyclopedia, and other available reference books. After all the class has done some general work on the topic, individual pupils should be encouraged to assume responsibility for specific phases of the talk. The co-operative planning which will enter into the preparation of this talk is quite as important as the talk itself.

The correct alphabetic order for the word lists in this exercise is as follows:

banana	dandelion	seventh
becomes	deserts	shepherd
bird	dikes	silkworm
bluebird	dory	skate
bottle	dresser	spider
Brazil	dust	strawberries
bureau	dye	swamp

Pages 117-118

Reading

The pupils may first read this poem silently. Some of the better readers may then read it aloud, while the other children listen with closed books. After this oral reading the class should discuss the question raised in the introductory paragraph.

Follow-up

A poetry hour would be appropriate at this time. Pupils may read to the class poems which they have found and liked. Each pupil who intends to read to the class should carefully prepare his material beforehand. The teacher should give any assistance that may

be needed to produce reading which will be pleasant to the audience. Pupils should be aware of their responsibility to the audience. At this time emphasis may be placed upon poems which tell about real boys and girls.

UNIT III—PART 3

A. PREPARATORY BOOK PAGES 33-35

(PREPARATION FOR PAGES 119-132 OF "LET'S LOOK AROUND")

Page 33

Objectives

This page is intended to clarify word meanings and to give the pupils practice in locating designated ideas.

Procedure with Preparatory Books

The pupils may work out the exercises independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises on this page. In the directions the words "Draw a line under" may be changed to "Write."

Follow-up

The teacher should make sure that the pupils have followed the directions accurately and that only those words have been underlined (or written, in the case of pupils without Preparatory Books) which correspond to the directions. The necessity for such accuracy should be clearly brought out by discussion.

The words required are:

easily spoiled

as soon as she can spare
the money

looks too uncertain

because he had a severe cold
to wander

in the closet

"Man overboard! Man
overboard!"

splendid

crawled inch by inch
stuffy

Page 34**Objectives**

This page gives advance experience with words to be met in a coming Reader selection and the nature of the exercise leads the pupils to make careful analyses of the words required for the game.

Introduction

Before taking up this page the teacher should find out whether the pupils have had any experience with crossword puzzles, since the technique to be used in this exercise is similar to, although not identical with, that used in crossword puzzles.

Procedure with Preparatory Books

If it seems necessary, the pupils may do the first few items under the teacher's direction and with her assistance. They should, however, do as much as possible independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the content of this page. The pupils may rule papers to correspond to the puzzle blanks and proceed with the work in the manner directed above for classes with Preparatory Books.

Follow-up

The following are the words to be written in the puzzle blanks:

- | | |
|-------------|-------------|
| 1. February | 7. Saturday |
| 2. French | 8. stowaway |
| 3. Atlantic | 9. errands |
| 4. mackerel | 10. callers |
| 5. velvet | 11. avenue |
| 6. couch | 12. voyage |

The pupils should be encouraged to compare their spelling with the dictionary and to make sure that the word they have inserted corresponds in meaning with the definition.

Page 35**Objectives**

These exercises give advance experience with words needed for a coming Reader selection and further training in the use of the dictionary. Since this page requires the use of the Short Dictionary in *Let's Look Around*, the pupils should have their Readers at hand when they begin work with the page.

Procedure with Preparatory Books

The pupils may read silently and follow the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the words listed on this page. She should make separate lists of the words that are to be found in the Short Dictionary and those that are not included in it. The pupils may then carry out on paper the activities directed on the Preparatory Book page.

Follow-up

After checking their answers, the pupils may pronounce each of the words orally and use it in an original sentence.

Careful attention should be given to the definitions which the pupils themselves have composed. The qualities of a good definition may be discussed. The teacher should make sure that the pupils have copied the definitions from the Short Dictionary accurately.

The definitions given in the Short Dictionary for the words listed on page 35 are:

briskly: Actively; quickly.

violently: With great force.

distinctly: Clearly.

nudge: To touch or push in order to call attention.

pounce: To jump upon.

clattering: Making a rattling sound by striking hard things together; moving with a clattering noise.

disguised: In disguise; that is, pretending to be another person by changing one's clothes, wearing a mask, etc.

immensely: Very greatly.

rascal: A mean, badly behaved person. Sometimes, however, "you rascal" is said as a joke.

B. "LET'S LOOK AROUND," PAGES 119-132

Pages 119-132

Preparation

The pupils should complete Preparatory Book pages 33-35, or equivalent exercises for classes without Preparatory Books, before they read this selection.

Before beginning the silent reading of the story, the pupils may read orally and discuss the introductory paragraph.

Reading

The pupils may look over this story rapidly and then read it aloud, since it is easy. While one pupil is reading, the other members of the group should listen with closed books.

Follow-up

The pupils may read silently and do the exercise "Matching Words," on page 132. The correct answers to this exercise are:

- | | |
|-------------------------|---------------------------|
| 1. briskly — quickly | 6. influence — effect |
| 2. decided — determined | 7. severe — stern |
| 3. distinctly — clearly | 8. terrible — frightful |
| 4. ill — sick | 9. view — scene |
| 5. immensely — greatly | 10. violently — furiously |

Oral discussion of the questions given under the heading "Things to Do" may follow.

The pupils' attention may be called to the sub-titles "The Game," page 119, and "The Joke," page 127. They may discuss the value of thus dividing a story into parts and the appropriateness of these sub-titles.

C. PREPARATORY BOOK PAGE 36

Page 36**Objectives**

This page is designed to test recall of the stories and mastery of the vocabulary of Unit III.

Procedure with Preparatory Books

The pupils may read the page silently and follow the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises on this page, making suitable changes in the directions.

Follow-up

In checking their answers to the first exercise on this page, the pupils should refer to *Let's Look Around*. They should be encouraged to give page references to prove the accuracy of their answers.

The pupils may read aloud all the words in the second exercise on this page. Each of the words may be used in an original sentence. If it seems desirable, the pupils may look back through the stories of Unit III and find and read aloud passages in which these words have been used. If the teacher wishes to test word mastery still further, she may pronounce one word in each group and have the pupils underline that word with a colored crayon.

The pupils may enter on "My Reading List" (Preparatory Book page 96 or similar chart) titles of books read in connection with Unit III.

The answers to the first exercise on page 36 are as follows:

"Alone," by J. Paget Fredericks.

"Skipping Along Alone," by Winifred Welles.

Jerusha Vance — 1

Juggins — 2

Hazel French — 3

Elsa Bennett — 1

Dr. Bradford — 3

Tom Tibbets — 2

Katherine Bradford — 3

Mrs. Elliot — 2

Joey — 2

Nelly Gray — 1

CHAPTER IX

LESSON PLANS FOR UNIT IV —

“EVERYDAY THINGS”

Topic

This unit is made up of selections about articles in everyday use in home and school. It is organized for the purpose of developing the pupil's interest in the everyday world about him and of encouraging a desire on his part to read for the purpose of gaining practical information. Special objectives of the unit are the following:

1. To introduce the pupils to the literature of everyday science and the practical arts.
2. To provide incentives and suggestions for the use of reference books, encyclopedias, and other sources of information.
3. To encourage the child to organize and utilize ideas obtained from informational reading.

Objectives

The unit begins with a test of speed and accuracy in reading. Provision is made for the development of the following reading skills: map interpretation, deriving word meanings from context, following directions, understanding the terms *nouns* and *verbs*, using rhymes as an aid in word analysis, determining the general significance of reading material, locating information, exercising recall and skimming, using word endings as a means of phonetic analysis, alphabetizing, using the dictionary, and deriving factual material from narrative selections.

Activities

This unit provides excellent incentives for the study of objects and materials which the child uses every day and which may — as a

result of his reading of Unit IV of *Let's Look Around* — for the first time suggest themselves to him as interesting. Having interested himself in ink and soap, he may decide that he wants to know more about pencils, paper, books, clothing (cotton, wool, linen, silk, leather), food (flour, sugar, salt, etc.), and many other useful things. In addition to the reading of informational material, plans should be made to visit factories and other places of industry. If school conditions permit, the children, working with the teacher, might make some soft soap or some ink. The shadow pictures suggested in "Things to Do" (Reader page 166) can be made by the pupils without assistance. Many children would be interested in using an inexpensive box camera and learning something about how it works.

The unit may culminate in a program of reports of individual investigations or in an exhibit of everyday things gathered and studied by the pupils.

Books for Children's Reading with Unit IV

The easiest books — those of second- or third-grade difficulty — are marked (a); those of average fourth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

AUTHOR	TITLE	PUBLISHER
Chamberlain, J. F.	<i>How We Are Clothed</i> (c).	Macmillan.
Chamberlain, J. F.	<i>How We Are Fed</i> (c).	Macmillan.
Chamberlain, J. F.	<i>How We Are Sheltered</i> (c).	Macmillan.
Eliot, Ethel A.	<i>Little Black Coal</i> (a).	Stokes.
Jones, Wilfrid.	<i>How the Derrick Works</i> (b).	Macmillan.
Keelor, Katharine L.	<i>Working with Electricity</i> (b-c).	Macmillan.
Lacey, Ida B.	<i>Light Then and Now</i> (b).	Macmillan.
La Ganke, Florence.	<i>Patty Pans</i> (a cook book for beginners) (b).	Little.
Lent, Henry.	<i>Diggers and Builders</i> (b).	Macmillan.
Magazines.	<i>Jack and Jill</i> (a-b).	Curtis Pub. Co.
Magazines.	<i>Child Life</i> (b-c).	Rand.
McGowan, Ellen B.	<i>Soap Bubbles</i> (soap) (b-c).	Macmillan.
Meriwether, Susan.	<i>The Story of the Telephone</i> (b-c).	Harper.

AUTHOR	TITLE	PUBLISHER
Patch, E. M. and Howe, H. E.	<i>Surprises</i> (silk, linen, gas, steam, and other subjects) (a).	Macmillan.
Patch, E. M. and Howe, H. E.	<i>Through Four Seasons</i> (b).	Macmillan.
Petersham, Maud and Miska.	<i>Story Book of Things We Use</i> (houses, clothes, food, transportation) (b).	Winston.
Petersham, Maud and Miska.	<i>Story Book of Earth's Treasures</i> (coal, gold, iron and steel, oil) (b).	Winston.
Plimpton, Edna.	<i>Your Workshop</i> (how to make toy boats, hobby horses, puppets, etc.) (b).	Macmillan.
Rush, C. E., and Winslow, A.	<i>Modern Aladdins and Their Magic</i> (b-c).	Little.
Shoen, Harriet H.	<i>Let's Make a Book</i> (b).	Macmillan.
Showalter, Hazel.	<i>The Box Book</i> (how to make things from boxes) (b).	Macmillan.
Watson, Elizabeth.	<i>The Story of Bread</i> (c).	Harper.
Watson, Elizabeth.	<i>The Story of Milk</i> (c).	Harper.
Watson, Elizabeth.	<i>The Story of Textiles</i> (c).	Harper.
Wheeler, Ida W.	<i>Playing with Clay</i> (b).	Macmillan.
Wilhelm, Leila.	<i>With Scissors and Paste</i> (a book of toy-making) (b).	Macmillan.
Winslow, Leon L.	<i>Elementary Industrial Arts</i> (c).	Macmillan.

Poems for Use with Unit IV

The numbers following each title indicate the books in which the poem may be found. For the related list of collected poems and anthologies, see Manual pages 285-287.

Aldis, Dorothy.	About Buttons 1, 43
Aldis, Dorothy.	Radiator Lions 1, 36, 39
Allen, Marie L.	The Mitten Song 35
Baruch, Dorothy W.	Different Bicycles 4, 35
Baruch, Dorothy W.	Riding in a Motor Boat 4, 39
Baruch, Dorothy W.	Merry-Go-Round 4, 35
Drinkwater, John.	The Wagon in the Barn 43
Field, Rachel.	Doorbells 14
Field, Rachel.	In Praise of Dust 13
Field, Rachel.	Taxis 15, 39

Field, Rachel.	Ticking Clocks 13
Fisher, Aileen.	A Coffee-Pot Face 16, 39
Fisher, Aileen.	Rich 16, 39
Herford, Oliver.	The Milk Jug 36, 40
King, Edith.	Acorns 37
King, Edith.	Pebbles 37
Lear, Edward.	The Table and the Chair 37, 39, 40
Lowell, Amy.	Sea Shell 37, 39, 45
Morley, Christopher.	Animal Crackers 35, 36, 37, 39, 42
Nesbit, Edith.	Baby Seed Song 37, 39, 40, 42
Richards, Laura E.	The Umbrella Brigade 35
Sandburg, Carl.	Prayers of Steel 39
Sandburg, Carl.	Theme in Yellow (pumpkins) 39
Tippett, James S.	Engine 29, 35
Turner, Nancy Byrd.	A Popcorn Song 39
Wolfe, Frida.	Choosing Shoes 35
Wynne, Annette.	A Letter is a Gypsy Elf 34, 35
Wynne, Annette.	People Buy a Lot of Things 34, 36

Selected Songs for Unit IV

The following is a list of suitable songs selected by Miss Marian Flagg, Director of Music Education, Dallas Public Schools, Dallas, Texas. Following the title of each song is the page on which it appears in one of the five books listed on page 91. The letters following the page number identify the particular book. These identifying letters are repeated on page 91.

At Pierott's Door (Au Claire de la Lune) French	page 42	K.O.S.
Down in the Valley (Southern Mountain Song)	page 86	U.F.S.
Little Old Log Cabin (American Dance) "Songs of the Sunny South." A. E. Weir, D. Appleton & Century.		
Water, Oil and Pearlash (American) Horace Mann School.		
Aunt Dinah's Quilting Party (American)	page 37	L.S.
Spin, Spin	page 54	K.O.S.
The Magnet and the Churn (Gilbert and Sullivan)	page 120	K.O.S.
Handkerchief Dance (Czecho-Slovakia)	page 5	U.F.S.
Little Wooden Shoes (French)	page 46	K.O.S.
One Button, Two Button (Hungary)	page 9	U.F.S.
Green, Green, Green	page 15	U.F.S.
To Lauterbach (Bavaria)	page 32	U.F.S.
All God's Chillun Got Wings	page 101	E.S.

Australia (Cape Cod Chantey)	page 62	E.S.
Ghost Dance Song (American Indian)	page 39	U.F.S.
Hi-Yo Witzi (American Indian)	page 44	U.F.S.
Shortnin' Bread (U. S. A.)	page 78	L.S.
Scottish Grace	page 56	S.T.
Cradle Song (Brahms)	page 96	K.O.S.
Lullaby (Mozart)	page 97	K.O.S.

UNIT IV — PART 1

A. PREPARATORY BOOK PAGES 37-41

(PREPARATION FOR PAGES 133-147 OF "LET'S LOOK AROUND")

Pages 37-38

Objectives

Speed and comprehension are tested by these pages and the pupil should be led to take increasing interest in recording and observing his progress in these tests. The teacher should make careful appraisal of each child's work in order to diagnose his needs.

Procedure with Preparatory Books

The speed test on page 37 and the comprehension test on page 38 are to be taken in the same way as earlier tests of this kind (see Manual pages 92-93).

The activities entitled "Something for You to Do" may be done independently by the pupils or, if the teacher prefers, oral discussion may precede the written work.

Procedure without Preparatory Books

The teacher may give a speed and comprehension test, as she has done on other occasions, by using some suitable material from available books (see Manual pages 93-94). After this has been done, she may read to the children the article on page 37 of her copy of the Preparatory Book and should allow the children to read it again orally, reading parts in turn. She should copy on the blackboard the exercises on the left-hand half of page 38 and let the children record the answers orally or in writing.

She may also reproduce on the blackboard "Something for You to Do" from the right-hand half of page 38 and use this material in one of the ways suggested for classes with Preparatory Books, having the children write their answers on paper.

Follow-up

The answers to the comprehension questions on page 38 are:

- | | |
|-------------------|------------------|
| 1. oak | 6. oil lamps |
| 2. by hand | 7. in the cellar |
| 3. winding stairs | 8. on iron hooks |
| 4. brick | 9. in pails |
| 5. stones | 10. in washtubs |

The pupils' responses to the questions in the exercise entitled "Something for You to Do" should be read aloud and discussed. The pupils should be encouraged to contribute information gleaned from sources outside the Preparatory Book.

The pupils should record the results of the test in the blank on Preparatory Book page 91 (or a similar blank) and make the proper entry on their "reading curve" (Preparatory Book page 94 or a similar graph).

Page 39

Objectives

Further work with maps is given by this page and the map interpretation is closely related to the content of the coming Reader selections. The work with the maps calls for reading to follow precise directions.

Introduction

Activities with wall maps showing the New World and the Old World may precede the Preparatory Book page. The teacher should make sure that the pupils are growing in ability to interpret maps.

Procedure with Preparatory Books

The pupils should read the page silently and carry out the exercises independently. Reference books containing simple material about the Romans should be available for use in connection with this page.

Procedure without Preparatory Books

The teacher should give to the pupils verbally information equivalent to that given on the Preparatory Book page. Using wall maps, she should have the pupils locate China, India, Japan, England, Ireland, North America, South America, Central America, West Indies, and the Fiji Islands.

Follow-up

Pupils with Preparatory Books may reread the articles orally and discuss their content. They should check the accuracy of the marking and coloring directed.

The teacher should foster interest in the use of maps. The children may be encouraged to bring in road maps and to find on them familiar nearby localities. Continued attention should be given to the interpretation of the conventional symbols used on maps.

The pupils may make maps or plans of their classroom, the school, and school grounds and their town or community. These activities should lead to better understanding of maps.

Page 40**Objectives**

These exercises provide practice in working out word meanings from context and in matching words with definitions. By means of them advance experience is given with ideas and vocabulary needed for a coming Reader selection.

Introduction

The teacher should recall to the pupils earlier exercises in which they have worked out from context the meaning of unfamiliar words. She may tell them that on this page they will have further opportunities of the same kind.

Procedure with Preparatory Books

The pupils may read the page silently and carry out the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises on this page. The pupils may work out the exercises on paper.

Follow-up

The order in which words are to be matched with definitions is as follows: *magical, whispered, vats, lye, gallon, colorful, outer, blots, fading, portrait.*

The pupils may check the accuracy of their responses by using the definitions in sentences in the place of the corresponding words. Later, they may compose new sentences using the words.

Page 41**Objectives**

This page introduces the pupils to an interesting activity and gives practice in reading to follow directions.

Introduction

The pupils may examine the illustration and try to determine how the amusing picture was made.

Procedure with Preparatory Books

Pupils may read the article silently and then attempt to make ink-blot drawings in the manner described.

Procedure without Preparatory Books

The teacher may read to the pupils the article on Preparatory Book page 41 and she should allow the children to read it again orally, taking turns. This reading may be followed immediately by the making of the outline suggested in the follow-up activities. Later, the pupils may make ink-blot drawings themselves.

Follow-up

The teacher may have the pupils make an outline, based upon the article read, of the procedure used in making ink-blot drawings. Something like the following might be worked out co-operatively:

- I. Materials needed
 - A. Ink of one or more colors
 - B. An ordinary pen
 - C. A sheet of white paper
 - D. A blotter
- II. Making the drawing
 - A. Fold the paper in the middle.
 - B. Drop ink on the right-hand side of the paper near the fold.
 - C. Fold the paper again.
 - D. Open the paper.
 - E. Use a blotter if necessary.
 - F. Add lines to complete the picture.

In making the outline the pupils should be led to see the importance of placing the items in the right order. When the outline is completed, they may discuss its value as a guide in making the drawings.

If some interesting drawings result, they may be made into a booklet.

B. "LET'S LOOK AROUND," PAGES 133-147

Pages 133-134

The pupils may read the unit title on page 133 and examine the picture on page 134.

Page 135

Objectives

This selection introduces the theme of the unit — the wonder of everyday things. It tells of the enjoyment that can be given to each of us through the means of something we use almost daily — a bottle of ink — and gives opportunity for the reading of poetry for enjoyment.

Preparation

The pupils should complete Preparatory Book pages 37-41 (or equivalent exercises for classes without Preparatory Books) before they read this selection and the next.

Reading

The poem "Magic" may be read silently by the pupils and then orally by some of the good readers. The children may tell how it is that all the things the poet mentions come out of a bottle of ink.

Follow-up

The pupils may find and read other poems about everyday things.

Pages 136-147**Objectives**

This selection gives opportunity for the reading of material closely related to the child's daily life.

Preparation

Preparatory Book pages 37-41 (or equivalent exercises for classes without Preparatory Books) should be completed before this story is read.

The pupils may discuss the reasons why ink is important and give any ideas they have as to how ink is made. They may suggest things they would like to know about ink.

Reading

"An Ink Story" may be read silently. The pupils may then proceed at once to the exercises on pages 146-147. The writing with lemon juice suggested in "Things to Do" on page 147 may be deferred until the pupils have completed the reading and discussion of the story.

Follow-up

The answers to the questions "Which Is Right?" are:

1. at home
2. in factories
3. nut galls
4. ink that cannot be seen till it is treated in some special way
5. sepia

The page references required in "Things to Do" are:

- | | |
|---------|---------|
| (a) 137 | (d) 145 |
| (b) 139 | (e) 140 |
| (c) 144 | (f) 144 |

The pupils may read their answers aloud. They should turn back to the story to verify these answers or to settle disputed points. Pertinent passages from the story may be read orally. The following questions may be used to check recall of the story and to stimulate discussion.

How is your ink bottle different from great-grandmother's?

What did people of olden times use instead of a blotter?

Why are the tanks in which the ink is mixed located on the top floor of the factory?

Was Daddy's story funny?

Was Aunt Josephine's story interesting?

What statement in the story shows that these children were courteous? (Page 137, paragraph 2.)

What places mentioned in the story are shown on the maps on Preparatory Book page 39?

UNIT IV — PART 2

A. PREPARATORY BOOK PAGES 42-44

(PREPARATION FOR PAGES 148-158 OF "LET'S LOOK AROUND")

Page 42

Objectives

The exercises on this page are designed to clarify word meanings, to give the pupils practice in following explicit directions, and to acquaint them with the terms *verb* and *noun*.

Procedure with Preparatory Books

The pupils are to read the page silently and carry out accurately the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises on the Preparatory Book page.

Follow-up

The following are the words to be underlined in the exercises:

melted	boy
poured	Grandmother
jumped	Prince
notched	Sue
crawled	Mother

The teacher will observe that the underlined words in the first exercise are verbs. Those in the second are nouns. She may teach the pupils the terms *noun* and *verb*.

After completing the required work on the page, the pupils may suggest or find in the reading material other verbs and nouns.

Page 43**Objectives**

This page is designed to develop the pupils' phonetic skill by means of activities with rhyming words and to provide training in determining the general significance of a passage.

Procedure with Preparatory Books

The pupils may read the page silently and follow the directions.

The pupils should be encouraged to use the dictionary for correct spelling of words they may wish to include in the titles they suggest.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises with rhyming words. The directions should be altered so that the pupils may do the required work on paper. The two paragraphs for which titles are to be provided may be read orally by various pupils from the teacher's copy of the Preparatory Book. Titles may be written on paper.

Follow-up

The exercises with rhyming words may be corrected in one of the usual ways.

The passages for which the pupils were directed to compose titles should be read aloud. The titles suggested by the pupils should be discussed and evaluated. The qualities of a good title should be clearly brought out. The pupils should become aware that a good title is brief, tells what one may expect to find in the article, and is comprehensive enough to include all aspects of the content.

The pupils may look back over the stories which they have read in *Let's Look Around* and observe the appropriateness of the titles and sub-titles used in these stories.

The rhyming words to be underlined in the first exercise on page 43 are:

yarn	shout
stump	dip
blocks	mush

The answers to the second exercise will vary.

Page 44**Objectives**

This page provides motivating questions for the reading of the story "Setting Back the Clock" in *Let's Look Around* and a check on the story which is to be done after the reading.

Procedure with Preparatory Books

The pupils may read silently the questions on the left-hand half of the Preparatory Book page. At the time of reading they may, if they think they are able, suggest answers to these questions with the understanding that the information offered is to be verified when the story is read.

The right-hand half of the Preparatory Book page is to be done after *Let's Look Around* pages 148-157 have been read. The directions for these questions are self-explanatory.

Procedure without Preparatory Books

As mentioned above this Preparatory Book page consists of two parts. The teacher may reproduce on the blackboard the questions on the left-hand half of the page. The pupils may read and discuss them in the manner suggested above for pupils with the books. After they have read "Setting Back the Clock," they may write the page numbers on paper.

After the reading of "Setting Back the Clock" has been completed, the teacher may put on the blackboard the incomplete statements which make up the exercises on the right-hand half of the page. The statements in each series may be numbered separately. The pupils may write the corresponding numbers on paper and after each number, write the word or words required to complete the statement.

Follow-up

The page references required for the first exercise are as follows:

- | | |
|--------|--------|
| 1. 151 | 4. 154 |
| 2. 152 | 5. 155 |
| 3. 153 | 6. 156 |

The words needed to complete the statements on the right-hand half of the page are as follows:

- | | |
|-------------------|-----------|
| 1. | |
| spring | potash |
| fat | lye |
| wood ashes, holes | fat, soap |
| 2. | |
| nut galls | copperas |
| oak and willow | glue |
| water | |

The correction of these exercises should be made an opportunity for rereading of appropriate passages from the story. The pupils may read orally passages which verify their answers or which settle disputed points.

B. "LET'S LOOK AROUND," PAGES 148-158

Pages 148-158**Objectives**

This selection provides further opportunity for reading about an article in everyday use and for making interesting contrasts between olden times and the present. After reading the story, the pupils are given practice in locating information.

Preparation

The pupils should complete Preparatory Book pages 42-43 and read the first half of page 44 (or equivalent exercises for classes without Preparatory Books) before they begin this selection.

The discussion of the questions on Preparatory Book page 44 will serve as an introduction to this story. The teacher should direct the pupils' attention to the fact that, while "Setting Back the Clock" is told as a story, much information of a factual nature is to be secured from it.

Reading

The children may read the story silently and proceed at once to the exercise entitled "Questions to Answer" on pages 157-158. Note that the directions accompanying this exercise provide both oral reading and written work.

Follow-up

The answers to the questions on page 158 are:

1. page 149, paragraph 6
2. page 149, paragraph 6
3. page 150, paragraph 3
4. page 151, paragraph 1
5. page 151, paragraph 1
6. page 151, paragraph 8
7. page 152, paragraph 5
8. page 154, paragraph 2
9. page 155, paragraph 1
10. page 156, paragraph 1

Rereading of the story may take place in response to the directions on page 157.

The pupils should go back to Preparatory Book page 44 and complete the work given there. Answers to these exercises are on Manual page 177. Classes without Preparatory Books should have the equivalent work described on Manual page 177.

The pupils may discuss the appropriateness of the title, "Setting Back the Clock."

The teacher should provide reference material in which the pupils can find the information called for in "Things to Do," Section 1, page 158 of *Let's Look Around*.

A program may be planned utilizing the information secured by the class in accordance with the suggestion in "Things to Do," Section 2. This might be either a classroom or an assembly program. Illustrative material should be made or procured.

UNIT IV — PART 3

A. PREPARATORY BOOK PAGES 45-48

(PREPARATION FOR PAGES 159-168 OF "LET'S LOOK AROUND")

Page 45

Objectives

This page is designed to give practice in using pictures to clarify the meaning of unfamiliar words.

Procedure with Preparatory Books

The pupils may read the exercises silently and carry out the directions. If it seems desirable, the pupils may examine and discuss the pictures orally before beginning the reading.

Procedure without Preparatory Books

The teacher may put the following exercise on the blackboard:

1. Long ago people sometimes traveled in winter in _____.
2. If you want to see and study stars, look through a _____.

3. A _____ is a place where plays are given. People act their parts on the stage.
4. A picture of a person painted by an artist is called a _____.
5. Another kind of picture is called a _____.
6. _____ are pictures which you see on a screen in a theater. They are really many still pictures which move so fast before your eyes that the people in them seem to be in motion.

The answers to the questions under "Procedure without Preparatory Books" are as follows: *ox sleds, telescope, theater, portrait, photograph, movies.*

The teacher's copy of the Preparatory Book should circulate in the class so that each pupil has an opportunity to see the pictures. The text of the Preparatory Book page may be read orally by several of the pupils. After this examination and reading the pupils may read silently and work out independently the exercise which the teacher has put on the blackboard.

Follow-up

The Preparatory Book page (or the exercise suggested above for pupils without Preparatory Books) may be corrected in one of the ways suggested on Manual pages 54-55. After the correction there should be ample opportunity for any discussion that seems necessary to clarify the word meanings for all pupils.

Page 46

Objectives

This page is designed to extend phonetic skill by familiarizing the pupils with word endings. All these endings are syllables.

Procedure with Preparatory Books

The pupils may read the page silently and follow the directions.

Procedure without Preparatory Books

The teacher may reproduce the exercises of the Preparatory Book page on the blackboard. The pupils may be instructed to rule a

sheet of paper to correspond with the blanks on the right-hand side of the Preparatory Book page. They may then read the blackboard exercises silently and work them out independently.

Follow-up

The exercises may be corrected in one of the ways suggested on Manual pages 54-55. The follow-up should include pronunciation of the words on the page. The teacher should assist the pupils to apply techniques of word analysis presented in the Preparatory Book exercises up to this point. The following words are required in the exercises on the left-hand side of the page: *harness, certainly, nibble, handle.*

The words on the right-hand side of the page are to be arranged as follows:

<i>ing</i>	<i>ty</i>	<i>dry</i>
reminding	sixty	laundry
sneezing	fifty	dry
dying	plenty	
darting	eighty	
curtsying	hasty	
<i>ed</i>	<i>ness</i>	<i>less</i>
valued	wilderness	helpless
pasted	meanness	careless
yawned	darkness	
selected	goodness	
perched		
mounted		

The pupils may attempt to give definitions of each of the words and they may use each word in a sentence. The instructions for using the dictionary should be carefully followed. This work with word meanings may be written if the teacher so desires or it may be entirely oral. In either case opportunity should be provided for class discussion.

Page 47**Objectives**

This page is designed to give further training in the use of the dictionary.

Procedure with Preparatory Books

Pupils may read the page silently and follow the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the words which are to be alphabetized and the words of which the definitions are to be found. She may also put on the blackboard brief headings such as *Alphabetize*, *Look up in Your Short Dictionary*, and *Look up in Another Dictionary*. Other necessary instructions may be given verbally by the teacher. The pupils may then proceed in the manner directed for pupils with Preparatory Books.

Follow-up

The alphabetic order of the words in the first list is: canary, central, chocolate, circle, cluck, coffee, crawl, curtsyng.

The exercise in alphabetizing may be corrected by any one of the methods suggested on Manual pages 54-55. The other exercises should be discussed and evaluated. Accuracy in spelling should be carefully checked. Each of the words should be pronounced orally and the teacher should call attention to the diacritical marks by which the dictionary indicates pronunciation.

Each of the words on the page may be used in an oral or written sentence. The teacher should be careful to limit written work in such a way that it does not occupy a disproportionate share of the pupil's time.

The definitions given in the Short Dictionary for the words in the second exercise on page 47 are:

Penobscot: A river in Maine.

daguerreotype: An early kind of photograph.

hearth: The floor of a fireplace.

parakeet: A small kind of parrot with a long tail.

Page 48**Objectives**

This page is designed to clarify word meanings and to introduce the characters who are to appear in the coming Reader story.

Procedure with Preparatory Books

The pupils may read the page silently and follow the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises on the left-hand half of page 48. To replace the exercise on the right-hand half of the page the teacher may write on the board the following list of characters: Sally Smith, Aunt Nannie, Aunt Deborah, the artist, Dinah, Merrylegs. The teacher or some of the pupils may read aloud to the class the text on the right-hand half of the page. The pupils may then identify and describe each of the names in the blackboard list.

Follow-up

The answers to the exercises on the left-hand half of the page are:

full of magic

directions for making something to eat

to say "No" to someone

something new which was not known before

vats—tanks

outer—outside

definition—meaning

caustic—burning

After the pupils have read the exercise on the right-hand half of the page, they may speculate about the coming story, telling what the title and the list of characters leads them to expect.

The characters mentioned on page 48 are:

Sally Smith

Aunt Nannie

Aunt Deborah

the artist

Dinah

Merrylegs

B. "LET'S LOOK AROUND," PAGES 159-168

Pages 159-166**Objectives**

This selection gives opportunity for further reading about everyday things and for additional contrasts between past and present. Exercises which follow test comprehension, suggest related activities, and give practice with synonyms.

Preparation

Pupils should complete Preparatory Book pages 45-48 (or equivalent exercises for classes without Preparatory Books) before reading this selection.

As an introduction to the story the pupils may recall the characters described on Preparatory Book page 48 and relate their own speculations about this story.

Reading

The pupils may read the story silently and proceed at once to the exercise on page 165.

Follow-up

The answers to the exercise "Finish These Sentences" are:

1. Photography began only about one hundred years ago.
2. Movies are a rather new invention.
3. They were made by Louis Daguerre.
4. People picked out pictures they liked and had their own heads painted in.
5. A hundred years ago there were none.
6. February — he gave it to her as a Valentine's gift.

The pupils' answers need not be exactly what is given above. Variations in expression should be accepted, so long as the answers give the proper meaning.

After completion, the exercise may be read aloud and passages from the story may be read to verify the pupils' answers.

The following questions may be used to stimulate discussion:

Do you think the portrait which the artist painted of Sally was a good likeness?

What statements in the story would lead you to think that the artist was a kind young man?

What sort of person would be likely to select the picture which showed a man with a telescope?

Is *Merrylegs* a good name for a horse?

Have you ever had your picture taken? Tell about it.

Do you agree with Sally's opinion that "People were the nicest part of their journey"?

The pupils should have an opportunity to make shadow pictures as suggested in "Things to Do," page 166.

The correct arrangement of words in (2), page 166, is:

- | | |
|--------------------------|-----------------------|
| 1. artist, painter | 5. parakeet, parrot |
| 2. curtsyng, bowing | 6. prized, valued |
| 3. imagine, make believe | 7. portrait, likeness |
| 4. motion, movement | 8. selected, chose |

The pupils should look up on a map the places mentioned in the story (Maine, Penobscot River).

Pages 167-168

Reading

The pupils may read the poem silently. Later, it may be read aloud by some of the good readers.

The pupils may tell whether they agree with the statements in the poem. They may give other instances of the use of everyday things. They may tell what they find amusing about this poem.

Follow-up

The various activities connected with this unit should be brought to some effective culmination. If the pupils have made ink or soap or shadow pictures, they should have an opportunity to exhibit what they have made and to tell how the work was done.

The pupils should add to "My Reading List" titles of books read in connection with this unit. Children who have found especially interesting books for outside reading may read brief selections from these books to the class, so that those who have not read a book thus treated may have a sample to help them decide whether or not they, too, would like to read it. The child reading the sample should name the book and its author and should give a little information about the book. For example he might say —

"A book I have enjoyed is *Light Then and Now* by Ida Belle Lacey. It tells about light, from the first fire, thousands of years ago, to the electric lights we have today. It has a great many good pictures. I will read you the part that tells about the first lamp."

CHAPTER X

LESSON PLANS FOR UNIT V—

“JUST FOR FUN”

Topic

This unit consists largely of humorous selections and the children should have a thoroughly good time in reading it. The stories and poems provided in the Reader should suggest the reading of other humorous material, and opportunities should be given for telling humorous anecdotes and amusing true happenings, for writing nonsense rhymes, and for drawing illustrations and cartoons. The teacher has an excellent opportunity in this unit to direct the child's interests to humor of the better sort and to aid him in developing good taste in what he considers funny.

Objectives

The Reader selections provide opportunity for enjoyable and successful reading of poetry and prose. The stories give practice in grasping related episodes in an unfolding theme.

The systematic program for developing reading skills is carried forward by exercises in both Preparatory Book and Reader which give the pupils training in finding key sentences, composing appropriate titles, predicting outcomes, giving reasons, citing passages which support conclusions, making an outline, answering riddles, reading and composing nonsense rhymes, and using the dictionary. Preparatory Book materials give advance experience with vocabulary which might otherwise present difficulty in the Reader selections, and the word-study program gives practice with the phonograms *ea*, *oa*, *de*, *ex*, *un*, *dis*, *for*, *ble*, the short and long sounds of *a*, significant parts within words (“little words in big words”), syllabication, the finding of designated words in running text, the use of picture clues, and the locating and making of definitions.

Activities

A plan that may be utilized effectively during this unit is to give the pupils practice in telling short humorous stories to the group. The pupils may also write nonsense rhymes, jokes, and short funny stories to read to the class. If these can be effectively illustrated and the illustrations shown, the value of the exercise will be increased and the interest heightened. A "Fun Book" may be made up of humorous contributions from the different members of the class.

A dramatization can always be made an effective co-operative activity. One of the stories in Part V of the Reader or some other entertaining story may be dramatized and the dramatization given before another class or before parents and older friends. Such a dramatization would close the unit effectively.

It is not, of course, planned that the entire unit should be devoted to hilarity, since this would be monotonous. "Three Meals Shorten the Day" and the Preparatory Book article "Edam Town" may arouse interest in Holland and cause the children to look up further information about the country and its people, and to read other stories about the Dutch. They may find out, in connection with the poem "Going Too Far," whether great cleanliness is a characteristic of the Dutch and give the class any interesting evidence they can secure on that point.

The reading of "A Very Untidy Country" may lead the children to discuss the necessity of keeping the community clean, the part that they themselves play in this matter, and the methods by which civic authorities provide clean streets, trash and garbage disposal, and sanitary facilities. In some localities a "clean-up campaign" may result from these discussions.

In connection with "Dr. Dolittle and the Pirates" they should find out whether there really were "Barbary pirates" and, if so, who they were, where they were located, and what happened to them. The teacher can find information on this point in the *Encyclopædia Britannica* and in numerous history texts.

The teacher is cautioned, however, not to stress too greatly the informative aspects of the material.

Supplementary Reading

The following books are recommended for reading in connection with this unit or whenever good humorous material is desired.

Books for Children's Reading with Unit V

The easiest books — those of second- or third-grade difficulty — are marked (a); those of average fourth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

AUTHOR	TITLE	PUBLISHER
Association for Childhood Education.	<i>Told under the Magic Umbrella</i> (short stories) (b).	Macmillan.
Atwater, Richard and Florence.	<i>Mr. Popper's Penguins</i> (b).	Little.
Baker, Margaret and Mary.	<i>Tell Them Again Tales</i> (b-c).	Dodd.
Beston, Henry.	<i>Five Bears and Miranda</i> (c).	Macmillan.
Bianco, Margery.	<i>The Good Friends</i> (b-c).	Viking.
Bowen, William.	<i>Merrimeg</i> (c).	Macmillan.
Brooks, Walter R.	<i>The Story of Freginald</i> (b-c).	Knopf.
Brooks, Walter R.	<i>The Clock Work Twin</i> (b-c).	Knopf.
Dalglish, Alice, and Bennett, Cleo.	<i>The Hollyberrys</i> (a).	Scribner.
Daugherty, James.	<i>Andy and the Lion</i> (a).	Viking.
Disney, Walt, and Ayer, Jean.	<i>Mickey Mouse and His Friends</i> (a).	Nelson.
Disney, Walt, and Ayer, Jean.	<i>Donald Duck and His Friends</i> (a).	Heath
Disney, Walt, and Emerson, Caroline.	<i>School Days in Disneyville</i> (a).	Heath.
Emerson, Caroline.	<i>A Merry-Go-Round of Modern Tales</i> (b-c).	Dutton.
Ford, Geoffrey.	<i>The Hedgehog's Holiday</i> (b).	Macmillan.
Fyleman, Rose.	<i>The Rainbow Cat</i> (b-c).	Doubleday.
Gag, Wanda.	<i>Millions of Cats</i> (a).	Coward.
Hutchinson, Veronica.	<i>Chimney Corner Stories</i> (b-c).	Minton, Balch.
King, Julius.	<i>Odie Seeks a Friend</i> (about a skunk) (a).	Coward.

AUTHOR	TITLE	PUBLISHER
La Rue, Mabel Guinnip.	<i>In Animal Land</i> (a).	Macmillan.
La Rue, Mabel Guinnip.	<i>The Billy Bang Book</i> (a).	Macmillan.
La Rue, Mabel Guinnip.	<i>Zip, the Toy Mule, and Other Stories</i> (a).	Macmillan.
La Rue, Mabel Guinnip.	<i>The Tooseys</i> (a).	Nelson.
La Rue, Mabel Guinnip.	<i>Cats for the Tooseys</i> (a).	Nelson.
Leaf, Munro.	<i>The Story of Ferdinand</i> (a).	Viking.
Lefevre, Felicite.	<i>The Cock, the Mouse, and the Little Red Hen</i> (a-b).	Macrae- Smith.
Lefevre, Felicite.	<i>The Little Grey Goose</i> (b).	Macrae- Smith.
Lofting, Hugh.	<i>The Story of Dr. Dolittle</i> (b-c).	Stokes.
Lofting, Hugh.	<i>The Voyages of Dr. Dolittle</i> (c).	Stokes.
Lofting, Hugh.	<i>The Story of Mrs. Tubbs</i> (a).	Stokes.
Lorenzini, Carlo.	<i>Adventures of Pinocchio</i> (b-c).	Macmillan.
McCoy, Neely.	<i>Tale of the Good Cat Jupie</i> (a).	Macmillan.
McCoy, Neely.	<i>Jupie Follows His Tale</i> (a).	Macmillan.
Milne, A. A.	<i>Winnie-the-Pooh</i> (b-c).	Dutton.
Milne, A. A.	<i>The House at Pooh Corner</i> (b).	Dutton.
Olcott, Frances Jenkins.	<i>Wonder Tales from Windmill Lands</i> (b-c).	Longmans.
Seuss, Dr.	<i>The King's Stilts</i> (b).	Random House.
Stockton, Frank R.	<i>Buccaneers and Pirates of Our Coasts</i> (in- cluded because of the pirates in " Dr. Dolittle and the Pirates") (c).	Macmillan.
Torrey, Helen.	<i>About a Bee</i> (a).	Oxford.

Poems for Use with Unit V

The numbers following each title indicate the books in which the poem may be found. For the related list of collected poems and anthologies, see Manual pages 285-287.

Bangs, John Kendrick.	The Little Elf 37, 39, 40, 42
Brown, Beatrice Curtis.	Jonathan Bing 44
Brown, Beatrice Curtis.	Jonathan Bing Does Arithmetic 44

Carroll, Lewis.	The Lobster Quadrille 36, 37, 44
Carroll, Lewis.	The Walrus and the Carpenter 40
Chute, Marchette G.	Fairies 6, 43
Chute, Marchette G.	Timbuctoo 6
De la Mare, Walter.	Jim Jay 9, 41, 44
De la Mare, Walter.	Miss T. 9, 35, 37, 45
Field, Eugene.	The Duel 12, 37, 40
Field, Eugene.	The Sugarplum Tree 12, 39, 40
Field, Eugene.	Wynken, Blynken, and Nod 12, 37, 39, 40, 45
Fisher, Aileen.	Otherwise 16, 35
Franklin, Michael.	The Scarecrow 35
Fyleman, Rose.	Have You Watched the Fairies? 19, 42
Herford, Oliver.	The Elf and the Dormouse 36, 37, 39, 40, 42, 45
Herford, Oliver.	Kitten's Night Thoughts 39
Hoffmann, Heinrich.	The Story of Flying Robert 44
Lear, Edward.	The Broom, the Shovel, the Poker, and the Tongs 37
Lear, Edward.	The Jumbles 40, 44
Lear, Edward.	The Owl and the Pussy Cat 35, 36, 39, 40, 44, 45
Lear, Edward.	The Table and the Chair 37, 39, 40
Levy, Newman.	The Hottentot Tot 44
Lindsay, Vachel.	The Potatoes' Dance 35, 39, 42
Mallock, Douglas.	If Easter Eggs Would Hatch 39
Millay, Edna St. Vincent.	The Unexplorer 35
Milne, A. A.	The King's Breakfast 23
Rands, William Brighty.	Stalky Jack 44
Richards, Laura E.	Eletelephony 39
Richards, Laura E.	Little John Bottlejohn 44
Ross, A. B.	An Indignant Male 39
Saxe, John G.	The Blind Men and the Elephant 40
Thackeray, W. M.	A Tragic Story 39, 40, 44
Turner, Nancy Byrd.	Prince Peter 32, 44
Widdemer, Margaret.	The Faithless Flowers 39, 42

Selected Songs for Unit V

The following is a list of suitable songs selected by Miss Marian Flagg, Director of Music Education, Dallas Public Schools, Dallas, Texas. Following the title of the song is the page on which it appears in one of the five books listed on page 91. The letters following the

page number identify the particular book. These identifying letters are repeated on page 91.

Julia (Holland Bowline Chantey)	page 88	U.F.S.
The Dumb Wife	page 118	U.F.S.
Three Pirates (English Chantey)	page 122	U.F.S.
Oh Susanna (Foster)	page 13	E.S.
A Capital Ship	page 32	E.S.

UNIT V—PART 1

A. PREPARATORY BOOK PAGES 49-54

(PREPARATION FOR PAGES 169-181 OF "LET'S LOOK AROUND")

Pages 49-50

Objectives

These pages constitute one of the periodic tests of speed and accuracy of reading and provide an exercise in skimming and an opportunity to express personal reactions to material read.

Procedure with Preparatory Books

The test of speed on page 49 and the comprehension questions on page 50 should be administered in the usual way. See Manual pages 92-94.

The exercise in skimming and summarizing paragraphs on the right-hand side of page 50 may be done independently by the pupils. They should be encouraged to strive for accuracy in expression and spelling.

Procedure without Preparatory Books

For the tests the teacher should provide a selection comparable in length and difficulty to the selection on page 49 and comprehension questions similar in character to those on the first half of page 50. The test of speed and accuracy should be administered in the usual way.

After the testing has been completed, the pupils may take turns reading aloud the selection "Edam Town" from the teacher's copy

of the Preparatory Book. The teacher may put the questions from the first half of page 50 on the blackboard. The pupils may answer these questions from their recall of the material read. They may write their answers on paper.

Later, they may attempt to summarize each paragraph in the manner directed on the Preparatory Book page. Each paragraph of the article may be read aloud separately and summarized immediately after it has been read.

Follow-up

The answers to the comprehension questions on page 50 are as follows:

- | | |
|-------------------------|------------------------|
| 1. orange-yellow | 6. stories |
| 2. painted | 7. mermaid |
| 3. north | 8. Zuider Zee |
| 4. black and white cows | 9. about 600 years old |
| 5. brick | 10. 1602 |

The paragraph summaries given in response to the directions on the right-hand half of page 50 will vary. Something like the following may be expected:

1. Edam cheeses are round or oval. They are painted orange-yellow on the outside.
2. Edam cheeses are made in north Holland. They are made from cow's milk.
3. Edam has many old brick houses. Some of the houses have tablets which tell interesting stories about the houses.
4. The 600-year-old church of St. Nicholas is in Edam.

After the exercises have been corrected and scored, the proper entries should be made on the charts on Preparatory Book pages 91 and 94. With many groups it will be desirable to reread and discuss orally the article on page 49. The pupils should read aloud and discuss the summaries and comments made in response to the directions on the right-hand side of Preparatory Book page 50.

The pupils should be encouraged to read further about Holland and to collect pictures of the country. They may locate Holland on a map or globe.

Page 51**Objectives**

The exercises on this page are designed to call attention to the phonograms *ea* and *oa* and to develop further the pupils' skill in word analysis.

Procedure with Preparatory Books

The pupils may read aloud the directions which head each exercise and pronounce the words which are listed immediately following. They may then proceed independently with the remainder of the page.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises from the Preparatory Book page. In the second sentence of each direction she may substitute *copy* for *read*. The procedure with the blackboard material may be the same as that suggested above for classes with Preparatory Books.

Follow-up

The words to be inserted in the blanks are:

I

1. fear
2. earn
3. features
4. weather-vane
5. unpleasant
6. leader

.II

1. cloak
2. coast
3. roast
4. coach
5. coachman
6. loaded
7. throat
8. groaned

After checking their answers by one of the methods suggested on Manual pages 54-55, the pupils may review the word lists and note that *ea* has several different sounds and that *oa* has only one sound in the words given. They may group together words in which *ea* has the same sound, as *fear*, *leader*, *features*, etc. They may try to think

of other words containing these sounds. The spelling of the words suggested should be looked up in the dictionary. The pupils should notice that the sound produced by *ea* in *leader* may also be produced by other letters and combinations of letters, as *meet*, *believe*, etc.

They should notice also that the sound produced in *coach* by *oa* is produced by *o* in other words, as *note*.

Activities of these kinds should be conducted as demonstrations rather than as drills, and the pupils should be aware that they are not merely studying a list of designated words but observing features which appear in many words besides those studied.

Page 52

Objectives

This page is designed to develop skill in using context and picture clues in working out new words and to introduce vocabulary which will appear in a coming Reader story.

Procedure with Preparatory Books

If it seems desirable, this page may be read aloud and the answers decided upon before the pupils execute the directions.

Procedure without Preparatory Books

The teacher's copy of the Preparatory Book should be circulated among the children so that each pupil has an opportunity to examine the pictures. The text on the Preparatory Book page may then be read aloud by various pupils. The pupils may point to or describe verbally the objects designated in the directions.

After this reading from the Preparatory Book the teacher may put the following exercise on the blackboard for the pupils to work out on paper:

1. A _____ is an animal.
2. A _____ is at the front door.
3. A _____ is used to cut hay.
4. Big piles of hay are called _____.
5. A bowl of _____ is good for breakfast.

6. A _____ cuts slices of bread.
7. A _____ is a tiny piece.
8. The _____ is the tall, pointed part of a church.
9. Mother _____ the apples before she made pie.
10. One monkey gave another a _____ with a stick.

donkey
scythe
porridge
morsel
poke

doorstep
haycocks
peeled
steeple
knife

Follow-up

Pupils with Preparatory Books may correct their work according to one of the ways suggested on Manual pages 54-55.

Pupils without Preparatory Books may read orally the sentences which they have completed by filling the blanks.

Words of which the meaning is not entirely clear to the pupils should be used in several sentences. The teacher should add any explanation that may be necessary to give the children complete understanding of the words.

Page 53

Objectives

These exercises give advance experience with words which will occur in a coming Reader selection, give training in accurate observation of words, and develop skill in grasping the general significance of a passage.

Procedure with Preparatory Books

The pupils may read aloud the text and word list which precede the three numbered paragraphs. The teacher should make sure that they can pronounce correctly each of the words in the list. They may then read the three numbered paragraphs silently and carry out the directions related to them.

Procedure without Preparatory Books

The teacher may put on the blackboard the word list which precedes the numbered paragraphs. The pupils should pronounce these words orally and use as many as possible in sentences. In cases where there is uncertainty about the meaning of a word, the pupils may reserve this word for further discussion after the numbered paragraphs have been read.

The teacher's copy of the Preparatory Book may be passed around the class and pupils may take turns in reading aloud from it. As each numbered passage is completed, the pupils may discuss appropriate titles for it.

Follow-up

For classes with Preparatory Books checking of the words to be found in the passages may be done by any one of the methods suggested on Manual pages 54–55. The titles given for the numbered passages should be read aloud and discussed. Each title should be evaluated from the points of view of interest and suitability.

The pupils may draw an illustration for one of the articles.

Page 54**Objectives**

This page is designed to familiarize the pupils with certain common word elements.

Procedure with Preparatory Books

The pupils may read the page silently and work out the exercises independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises from the Preparatory Book page. The pupils may do the exercises on paper.

Follow-up

Any of the methods suggested on Manual pages 54–55 may be used for correction.

The pupils may suggest other words containing each of the phonetic elements presented on the page.

The words to be inserted in the sentences on page 54 are:

decide	disappear
excited	forest
understand	impossible
unexpected	

B. "LET'S LOOK AROUND," PAGES 169-181

Pages 169-170

The pupils may read the unit title and examine the picture on page 170.

Pages 171-179

Objectives

This selection acquaints the children with an amusing folk tale. Opportunity is afforded for a discussion as to whether Hans' practice was profitable in the long run and for other discussions in which pupils are required to give reasons for their opinions. The story may be dramatized effectively and lends itself well to oral reading at sight. Diacritical marks for long and short sounds of vowels are introduced.

Preparation

Preparatory Book pages 49-54 (or equivalent exercises for classes without Preparatory Books) should be completed before this story is read. The pupils may review, if it seems desirable, some of the facts about Holland acquired in connection with "Edam Town" (Preparatory Book page 49).

Reading

The story may be read silently or, since it is easy and amusing, the children may skim to look for any troublesome words or expressions and then read it orally. If the reading is oral, various children may read in turn. The other children should listen with closed books to the one who is reading.

Follow-up

The pupils may answer the questions "Why Do You Think So?" on pages 178 and 179. The answers may be given orally or in writing if the teacher prefers. The children should point out passages in the story which substantiate their answers to the questions.

Other questions which may be used to stimulate oral discussion are the following:

What did Hans mean when he said, "I have nothing left but a stomach ache"? (Page 171)

What do you think of Hans' table manners? (Page 173)

Why did Hans wish his father and mother could have seen him? (Page 176)

Who was the cleverer, Hans or the farmer's wife?

The pupils should be encouraged to make a play of the story as suggested on page 179.

The exercises with long and short sounds of *a* on page 179 may be worked out independently by the children.

Pages 180-181**Introduction**

Continue the discussions about Holland, bringing out the fact that the people are noted for cleanliness. The children should be encouraged to tell anything they can on the point.

Reading

The children may read the poem silently. After any necessary comment has been made, the poem may be reread orally.

Follow-up

The pupils may discuss the following questions:

1. Is this poem true?
2. Even though the adventures it tells of could never happen, is there any truth in it?

A list may be made of humorous poems that the children know and like. Some of these may be recited and others may later be brought to the class by the children suggesting them and read orally by these children.

UNIT V—PART 2**A. PREPARATORY BOOK PAGES 55-59**

(PREPARATION FOR PAGES 182-220 OF "LET'S LOOK AROUND")

Page 55**Objectives**

These exercises carry on the spirit of the unit. They give practice in rhyming and ear training, thus developing the children's phonetic ability and their appreciation of rhyme and rhythm.

Introduction

The teacher may find out whether any of the children know who Edward Lear was. If they do not, she may tell them that he was an Englishman who wrote nonsense rhymes. She may read or say one or two of Lear's rhymes, other than those in the Preparatory Book. If any children know some of Lear's rhymes, they may repeat them for the class.

Procedure with Preparatory Books

The pupils may read, first silently and then orally, the text of this page. They should be given opportunity to enjoy the nonsense rhymes and to comment upon the illustrations. They may use dictionaries for assistance in pronouncing the words listed at the top of the page and discovering their meaning. Each word may be used in a sentence.

The limerick form will be too difficult for most pupils to use in their original rhymes. Two-line jingles will probably be produced by most of the pupils. The children should be given any help they need in making these rhymes. They should be encouraged to listen for pleasing rhythm, proper length of line, and correct rhyme. The teacher should make clear to them that the words in the list may be used within the line as well as at the end of it, and that the pupils need not use any of them if they find other words which meet their requirements better.

If it seems desirable, the class may work out a rhyme together. As fast as a satisfactory line is secured, the teacher may write it on the blackboard. When the rhyme is completed, it may be copied into the Preparatory Books and each child may make his own illustration for it in the space provided.

Procedure without Preparatory Books

The content of this page may be presented through oral discussion and the reading of the teacher's copy of the Preparatory Book by various pupils. The word list at the top of the page may be reproduced on the blackboard and used in the manner suggested above for classes with Preparatory Books.

Follow-up

The pupils may read aloud the original rhymes. The class should be encouraged to comment courteously upon these jingles. The teacher should not expect too great perfection in the rhymes composed by the children.

Work with this page should be followed by recitation and reading of other humorous verse. With this page as a starting point, the pupils may continue for several days to enjoy humorous poetry. Poems clipped from various sources may be posted on the bulletin board and collections of poetry in which amusing selections may be found should be made available to the children.

The pupils may attempt to discover what makes a poem or story funny and standards of good taste and kindness in humor may be discussed. The children may be encouraged to contribute a short humorous poem or story to the daily discussion period.

Page 56

Objectives

These exercises continue the training in word analysis and the clarification of word meanings.

Procedure with Preparatory Books

Some of the exercises may be done orally before the pupils under-

take independent work with the page. The teacher may point out to the pupils that in all the exercises except one (chat — hat) the little word may be heard as well as seen in the big word. She should also point out to the children that this is not merely a mechanical exercise, and though they may find more than one little word in the big word, they must read the second sentence and choose only the little word which fits in the sentence correctly.

Procedure without Preparatory Books

The teacher may reproduce the page on the blackboard. The procedure may be the same as that suggested above for pupils with Preparatory Books.

Follow-up

The exercises may be corrected according to one of the methods suggested on Manual pages 54–55.

Later, the pupils may suggest other big words which contain little words and they may compose sentences similar to those in the Preparatory Book exercise.

Whenever a suitable occasion arises, the teacher should encourage the pupils to apply to their problems with unfamiliar words the technique presented in the Preparatory Book exercises.

The answers to the exercise on page 56 are:

rubbish

Little word: rub

Burn or throw away all old rubbish.

You may have to rub the clothes with soap to get them clean.

untidy

Little word: tidy

When beds are not made, the room looks untidy.

Make the beds, and the room will look tidy.

extraordinary

Little word: ordinary

A man riding a lion would be extraordinary.A man riding a horse is an ordinary sight.growl

Little word: owl

When a dog is angry, he may growl.An owl sleeps almost all day.ashore

Little word: shore

The man tied up his boat and came ashore.Look for sea shells along the shore of the ocean.rotten

Little word: ten

The old wood broke because it was rotten.Every child has ten fingers and ten toes.topics

Little word: top

You can find out about many topics in the encyclopedia.Have you ever climbed to the top of a hill?chat

Little word: hat

A chat is a friendly talk.I always wear my hat when it is cold.straightened

Little word: straight

He straightened his tie and brushed his hair.The road ran straight to the village.

Page 57**Objectives**

These exercises provide further practice in predicting outcomes. They also give advance experience with ideas and vocabulary needed for the coming Reader selection.

Procedure with Preparatory Books

✓ The pupils may read the page silently and work out the exercises.

Procedure without Preparatory Books

The exercises on the Preparatory Book page may be numbered from 1 to 4. The teacher may put on the blackboard the question and alternative answers which follow each passage of running text. Each of the questions should be numbered to correspond with the number given to the text which it follows.

Pupils may then read aloud to the class from the teacher's copy of the Preparatory Book the narrative portion of each exercise. As soon as a passage has been read orally, the pupils may look at the corresponding question on the blackboard and write on paper the answer which they consider correct.

Follow-up

The correction of the exercises should be accompanied by ample opportunity for discussion and the pupils should be encouraged to give reasons for their choice of answers. Later, the pupils may illustrate one or more of the narratives.

The X should be placed beside the following answers on page 57 of the Preparatory Book:

Homeward toward the land.

She had to unravel that row of knitting and start again.

He cut off the mustache.

The farmer kept one pig for a pet.

Page 58**Objectives**

These exercises continue practice with diacritical marks and long and short sounds of *a*. They give further training in using a dictionary.

Procedure with Preparatory Books

Before beginning independent work with the page the pupils may pronounce orally each of the words in the two lists. They may then proceed as usual with the silent reading and working of the exercises.

In the exercises on alphabetizing the pupils may be encouraged to do their work first on scratch paper so as to avoid the necessity of erasing in the Preparatory Books.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the word lists from the Preparatory Book page. The directions may be abbreviated to convenient length.

The teacher or a pupil may then read aloud from the teacher's copy of the Preparatory Book the explanatory text of the exercises. The pupils may then carry out the blackboard directions.

Follow-up

The *a* in the words of the first exercise should be marked as follows:

clätter	wāges
trāy	chăt
disgrāceful	flăpping
slăpped	mistāke
hāycocks	tāme

The alphabetic order of the words on the right-hand half of the Preparatory Book page is:

anchor	dragon
Barbary	duffer
bellow	gurgling
Ben Ali	mutter
Canary Islands	rheumatism
disgraceful	shark
disgust	tureen

The teacher should exact compliance with the direction which tells the pupils to make their sentences prove that they know the

meaning of each word. For example, *The anchor kept the boat from drifting away* would be acceptable whereas *He had an anchor* would not be. Ample time should be allowed for reading the sentences orally and for discussing their suitability and interest. Many teachers will wish to read the pupils' work after the oral correction has been completed in order to check their ability in writing and spelling.

Page 59

Objectives

These exercises extend the pupils' knowledge of word meanings and give advance experience with vocabulary needed for a coming Reader selection.

Procedure with Preparatory Books

Before the pupils undertake independent work with the exercises, the teacher may help them to pronounce orally each of the words for which they are to find a definition.

Procedure without Preparatory Books

The teacher may reproduce the exercises on the blackboard. The procedure may then be the same as that suggested above for pupils with Preparatory Books.

Follow-up

The definitions to be checked are:

walked with difficulty.
a sound made by hitting things together.
moving up and down with noise as when a rooster flaps his wings.
a fence of low bushes or trees.
ground down with a noise.
hit hard with a hand.

caught the breath quickly.
exactly.
very kind, pleasant words.
joyful play.
an edge.
to hold on tight.
hard to manage.
a kind of jug.

During the correction of the exercise the pupils may use each of the words in a sentence. They should evaluate each of these original sentences in the light of the definition they have checked.

After correcting the exercise on the page, the pupils may try to suggest words to fit the rejected definitions. These suggestions may be made orally, since the pupils do not need at this time experience with the visual forms.

The teacher may call to the pupils' attention the fact that in some cases a rejected definition defines an antonym of the word. If she feels it desirable, the teacher may stress this work in the follow-up.

B. "LET'S LOOK AROUND," PAGES 182-220

Pages 182-196

Objectives

This selection gives further opportunity for the reading of humorous material to enjoy its absurdities, gives practice in outlining, and develops understanding of word meanings.

Preparation

Pupils should complete Preparatory Book pages 55-59 (or equivalent exercises for classes without Preparatory Books) before reading this story. The teacher may tell the children they are going to read about an old man and old woman who are just the opposite of the woman in "Going Too Far."

Reading

The story may be read silently or, since humorous selections are always more enjoyable when shared with others, the pupils may read this story orally after skimming through it to locate any possible difficulties.

Follow-up

As soon as the pupils have finished reading the story, whether

silently or orally, they may do the exercises on pages 195–196. The words to be supplied in “Sentences to Finish” are:

- | | |
|-----------------------|---------------------------|
| 1. untidy | 7. paper, rags, and straw |
| 2. bread and potatoes | 8. cottage door |
| 3. fishing | 9. was tidy |
| 4. rubbish | 10. collecting rubbish |
| 5. mushrooms | 11. his wife |
| 6. rubbish | 12. a silver tray |

The completed exercises should be read aloud for correction.

There may be oral discussion of these questions:

Did the old man and woman deserve any reward?

What is funny about the story?

The pupils should be encouraged to read aloud to the class other amusing stories. The stories may be taken from the books suggested on page 195 or from any other sources available to the children.

Pages 197–218

Objectives

This selection introduces the pupils to a well-known character in children’s fiction and gives them further practice in reading humorous material. The exercises provide further training in citing passages which prove statements and in syllabifying.

Preparation

Preparatory Book pages 55–59 (or equivalent exercises for classes without Preparatory Books) should be completed before this story is read.

The pupils may skim rapidly through the story looking at the illustrations. They may try to predict, from the pictures, the content of the story.

Reading

The story may be read silently. With a slow group or any group where this seems advisable, the children may read one section of the story at a time and, before continuing, guess what will happen next.

If the children wish to discuss the story or read it aloud before going ahead with the exercises on pages 217 and 218, they should be permitted to do so.

Follow-up

The answers to the exercise "Prove It" on page 217 are:

1. Page 198. "One sunshiny day."
2. Page 200. "He smelled the roast beef cooking on a ship ten miles away."
3. Page 201. "The boat did not go nearly so fast as the pirates' boat."
4. Page 202. "The swallows began to get tired in the wings and short of breath."
5. Page 206. "a beautiful spring of cool, clear water."
6. Page 208. "He found a whole valley full of wild sugar cane."
7. Page 212. "'Thunder and lightning! — Men, the boat's leaking!'"
8. Page 213. "They all cried out in great fear."
9. Page 213. "'We will gladly eat them up for you.'"
10. Page 216. "They reached home safely."

The teacher or some of the pupils may read aloud to the class other adventures of Doctor Dolittle.

A period should be set apart for the contributions of children who have looked up additional information about pirates as suggested on page 218.

The exercise in syllabication on page 218 may be read orally before the pupils undertake the written work. The teacher should make sure that they hear the various syllables in the words listed.

Pages 219-220

Reading

The pupils may read the poem silently. Later, those who wish may read it aloud.

Follow-up

The pupils should be encouraged to find the collections of poems named on page 220 or other books of poems. They may read aloud to the class from these books.

C. PREPARATORY BOOK PAGE 60**Page 60****Objectives**

These exercises test comprehension and recall of the stories in Unit V, check mastery of words used in the Unit, and give practice in skimming.

Procedure with Preparatory Books

The pupils may read the page silently and carry out the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the materials on the Preparatory Book page. The pupils may write their answers on paper.

Follow-up

The answers to the exercises on the left-hand side of the page are:

1. The farmer's wife.
2. The old man and his wife.
3. Dr. Dolittle.
4. Hans.

The answers to the exercises on the right-hand side of the page are:

- | | |
|------------------|---|
| 1. stories | 6. wave |
| 2. save | 7. cried out |
| 3. made it shine | 8. cape |
| 4. issued | 9. noise made by horses putting their hoofs |
| 5. look hard | down — thudding |

CHAPTER XI

LESSON PLANS FOR UNIT VI —

"TALES THAT WERE TOLD"

Topic

This unit consists of a characteristic story from Greek mythology and a play based on an English folk tale. The materials are selected to introduce the pupils to the folk tale as literature and to develop their interest in the life and manners of different countries and different periods. They should be helped to see that the stories of a people often reveal much information about its customs and to realize that although the events of the stories may be outside the realm of possibility, the spirit and the ideals are usually true.

Objectives

A major purpose of the unit is to give the pupils an understanding of what folklore is and to lead them to explore and enjoy this type of literature. A second important purpose is to introduce them to materials written in play form and to show them how to read a play.

The unit opens with a test of speed and accuracy in reading, which affords both teacher and pupil an objective record of progress. The work of the unit requires the pupil to read for various exacting purposes, such as to make summaries and outlines, to use the dictionary, to predict outcomes, and to solve problems raised in advance. Rereading and skimming are encouraged by activities in which these skills are used to locate page references, find answers to questions, supply precise details, and identify specific words. Techniques of word study are developed by exercises in syllabifying, using simple diacritical marks, matching and finding definitions, using picture clues, finding little words in big words, alphabetizing, supplying rhyming words, and observing long and short sounds of the vowels *a* and *i*.

Activities

Wide reading in folklore should be encouraged throughout the unit. In connection with "The Three Golden Apples" the pupils may wish to explore Greek, Roman, and Norse mythology. They may particularly enjoy some of the explanatory nature myths, such as the stories of Apollo, Arachne, Narcissus, Persephone, and Echo, and they may profitably compare these imaginative interpretations of natural phenomena with the scientific facts. Certain of the legends relating to the stars, as the stories of Orion, Cassiopeia, the Pleiades, may lead to interest in some of the more easily identified constellations. The children may like to know that Hercules appears in the sky holding his club ready to strike Draco, the dragon who guards the Garden of the Hesperides, although the constellations of Hercules and Draco are not easy for children to find without adult help.

The exercises which follow "The Golden Goose" suggest presentation of the play. If the suggestion is adopted, a wealth of activities of various kinds — artistic, constructive, and linguistic, as well as dramatic — will grow out of it. The children should be encouraged to read many of the well-known fairy and folk tales and their attention should also be directed to some of the modern fanciful stories, such as those of Padraic Colum, Grahame's *The Wind in the Willows*, Cregan's *Old John*, Coatsworth's *Knock at the Door*, and Travers' *Mary Poppins*. A list follows.

Books for Children's Reading with Unit VI

The easiest books — those of second- or third-grade difficulty — are marked (a); those of average fourth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

AUTHOR	TITLE	PUBLISHER
Andersen, Hans C. Association for Childhood Educa- tion.	<i>Fairy Tales and Stories</i> (b-c). <i>Told under the Green Umbrella</i> (b).	Macmillan. Macmillan.
Ayer, Baker, and Thorndike.	<i>Everyday Stories</i> (a).	Macmillan.

AUTHOR	TITLE	PUBLISHER
Baldwin, James.	<i>Fairy Stories and Fables</i> (b).	Am. Bk.
Baldwin, James.	<i>Fifty Famous Stories Retold</i> (b-c).	Am. Bk.
Baldwin, James.	<i>Old Greek Stories</i> (b-c).	Am. Bk.
Belpré, Pura.	<i>Perez and Martina: A Porto Rican Folk Tale</i> (a).	Warne.
Bianco, Margery.	<i>The Little Wooden Doll</i> (a).	Macmillan.
Boggs, R. S. and Davis, M. G.	<i>Three Golden Oranges</i> (Spanish folk tales) (c).	Longmans.
Brown, Abbie F.	<i>In the Days of Giants</i> (b-c).	Houghton.
Bowman, J. C., and Bianco, Margery.	<i>Tales from a Finnish Tupa</i> (c).	Albert Whitman.
Brock, Emma L.	<i>The Runaway Sardine</i> (Brittany) (a-b).	Knopf.
Bryce, Catherine T.	<i>Fables from Afar</i> (b).	Newson.
Carrick, Valery.	<i>Picture Tales from the Russian</i> (a).	Stokes.
Carrick, Valery.	<i>Tales of Wise and Foolish Animals</i> (b).	Stokes.
Craik, Dinah M.	<i>Adventures of a Brownie</i> (b-c).	Macmillan.
Craik, Dinah M.	<i>Little Lame Prince</i> (b-c).	Macmillan.
Crane, Walter.	<i>Beauty and the Beast Picture Book</i> (b).	Dodd.
Colum, Padraic.	<i>The Peep-Show Man</i> (b)	Macmillan.
Coolidge, Florence C.	<i>Little Ugly Face</i> (American Indian tales) (b).	Macmillan.
Cregan, Mairin.	<i>Old John</i> (Irish tales) (b-c).	Macmillan.
DeHuff, Elizabeth W.	<i>Taytay's Tales</i> (American Indian tales) (b).	Harcourt.
Djurklo, Nils G., Braekstad, H. L. (tr.)	<i>Fairy Tales from the Swedish</i> (b).	Stokes.
Eells, Elsie S.	<i>Fairy Tales from Brazil</i> (b).	Dodd.
Grimm, J. and W.	<i>Household Stories</i> (b-c).	Macmillan.
Hess, Fjeril.	<i>The Magic Switch</i> (Czechoslovakia) (b-c).	Macmillan.
Hall, Jennie.	<i>Four Old Greeks</i> (b-c).	Rand.
Hall, Jennie.	<i>Viking Tales</i> (b-c).	Rand.
Holbrook, Florence.	<i>Book of Nature Myths</i> (b).	Houghton.
Lang, Andrew (Ed.)	<i>Cinderella</i> (a).	Longmans.
MacDonald, George.	<i>At the Back of the North Wind</i> (b-c).	Macmillan.
MacDonald, George.	<i>The Princess and the Goblin</i> (b-c).	Macmillan.
Morse, Katharine Duncan.	<i>Goldtree and Silvertree</i> (plays) (b).	Macmillan.
Olcott, Virginia.	<i>Holiday Plays for Home, School and Settlement</i> (b-c).	Dodd.
Sawyer, Ruth.	<i>Picture Tales from Spain</i> (b).	Stokes.
Skinner, E. L. and A. M.	<i>Merry Tales</i> (b-c).	Am. Bk.

AUTHOR	TITLE	PUBLISHER
Turpin, Edna H. L.	<i>Classic Fables — Selected and Edited</i> (a).	Merrill.
Wickes, Frances Gillespy.	<i>A Child's Book of Holiday Plays</i> (b).	Macmillan.
Wiggin, K. D. and Smith, N.	<i>Tales of Laughter</i> (b-c).	Doubleday.
Williston, Teresa P.	<i>Japanese Fairy Tales</i> (b).	Rand.
Wilson, Gilbert.	<i>Myths of the Red Children</i> (b).	Ginn.

Poems for Use with Unit VI

The numbers following each title indicate the books in which the poem may be found. For the related list of collected poems and anthologies, see Manual pages 285-287.

Many of the poems in the following list are not folk tales; but they are all of an imaginative and fanciful type and are well suited to use with Unit Six.

Allingham, William.	The Fairies 2, 37, 40, 41
Bird, Robert M.	The Fairy Folk 37, 40
Carryl, Charles Edward.	Robinson Crusoe 39, 40, 45
Cary, Phoebe.	A Legend of the Northland 40, 44
Cornford, Frances.	The Little Dog (A Child's Dream) 44
De la Mare, Walter.	The Horseman 9, 35
Fyleman, Rose.	A Fairy Went a-Marketing 19, 35
Graves, Robert.	I'd Love to Be a Fairy's Child 40, 45
Hay, John.	The Enchanted Shirt 45
Hood, Thomas.	Queen Mab 37, 39, 40
Howitt, Mary.	The Fairies of the Caldun-Low 40
Howitt, Mary.	The Spider and the Fly 40, 44
Lauren, Joseph.	The Fox and the Grapes 44
Ledwidge, Francis.	The Shadow People 37, 39, 42, 45
Monro, Harold.	Overheard on a Salt Marsh 42
Old Song.	A Frog He Would a-Wooing Go 44
Old Song.	The Johnnycake 39
Old Song.	The Swapping Song 44
Shakespeare, William.	Ariel's Song 36, 37, 39, 40, 44
Weatherly, Frederick.	The Cats' Tea Party 37
Welles, Winifred.	The Angel in the Apple Tree 33
Welles, Winifred.	Behind the Waterfall 33
Welles, Winifred.	Dialogue between a Mermaid and a Kitten 33
Welles, Winifred.	Fairy under Glass 33

UNIT VI—PART 1

A. PREPARATORY BOOK PAGES 61-66

(PREPARATION FOR PAGES 221-241 IN "LET'S LOOK AROUND")

Pages 61-62**Objectives**

These pages are designed to provide information about ballads and folk tales which will give the children a better appreciation of the Reader stories in the unit, to test their speed and accuracy in reading, and to give them training in making an outline.

Procedure with Preparatory Books

The children are to read the article on page 61 and to time their speed of reading by the method used in the earlier tests of this kind. After reading the article they are to proceed at once to the exercise "Which Is Right?" on page 62.

Procedure without Preparatory Books

The teacher may provide reading material comparable in length and difficulty to "Folk Tales" and put on the blackboard ten questions based on the material read. The pupils may then read the article, record their speed, and answer the blackboard questions on paper.

The exercise "Making an Outline" can be done independently by most classes. However, if it seems desirable to discuss the exercise orally, time should be provided for this. A teacher whose class is not equipped with Preparatory Books may reproduce the outline on the blackboard and the pupils may carry out the work on paper. The teacher should point out to the children that this outline is somewhat different in form from those they have met earlier and she may explain the use of Roman and Arabic figures in an outline. The pupils should be made aware that the items numbered with Arabic figures are subordinate to the main headings which are designated with Roman numerals. While the pupils may, if they wish, attempt to complete the outline from memory, they should not be required to do so. Skimming the story to find the points needed for completing the outline is a valuable activity in itself.

Follow-up

The correct answers to the exercise "Which Is Right?" (page 62) are:

- | | |
|--------------|----------------|
| 1. read | 6. minstrels |
| 2. by hand | 7. ballads |
| 3. beautiful | 8. tales |
| 4. Latin | 9. changed |
| 5. Latin | 10. folk tales |

At some convenient time after the tests have been taken, the pupils should record their speed of reading and their accuracy in answering the questions on the charts provided on Preparatory Book pages 91 to 94 or on the individual charts used in place of these Preparatory Book pages.

The items supplied to complete the outline will be approximately as follows:

II. What old books looked like

1. printed by hand
2. beautifully colored

III. Language written in
Latin

IV. People listened to songs

1. played on a harp
2. sung by a minstrel
3. called ballads

V. People listened to stories

1. told by storytellers
2. repeated by those who heard them
3. became changed

The interest aroused by the reading of these two pages should lead the children to seek further information about ancient books and stories. They should have access to pictures showing books of olden times and the methods by which they were made. The teacher may read to them from the old ballads.

Page 63

Objectives

This page introduces words which will be needed in coming Reader stories. It provides exercises to develop skill in syllabication as a means of working out pronunciation of words.

Procedure with Preparatory Books

Before the pupils begin to study the page the teacher may review some of the activities in syllabication which have been presented earlier. She may say words orally to the class in the normal way and the children may repeat them syllable by syllable. The words used in this way should not be the words with which the children will be concerned in the exercises.

After this oral preparation the pupils may work out the Preparatory Book exercises independently.

Procedure without Preparatory Books

Teachers may reproduce the exercises on the blackboard and have the pupils write their answers on paper.

Follow-up

The words in the first exercise are to be classified as follows:

<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>
<i>Syllable</i>	<i>Syllables</i>	<i>Syllables</i>	<i>Syllables</i>
club	serpents	modestly	ordinary
deed	burden		
seek	duty		
gay	cradle		
leap	Atlas		
	cushion		
	stable		
	giant		
	workman		
	grateful		
	fortune		

In the second exercise all words are accented on the first syllable.

As a part of the correction of these exercises the pupils should have an opportunity to pronounce each word orally. They may use each word in a sentence to show that its meaning is clear to them. The teacher should constantly encourage the pupils to apply the technique of syllabication to the working out of new words which they encounter in reading.

Pages 64-65

Objectives

The exercise "Definitions of Words" on page 64 gives the pupils an opportunity to become familiar with the meaning of words which will be used in coming Reader selections. The exercise "Before You Read" consists of two parts. The first part gives questions designed to guide the children in their reading of the next article in the Preparatory Book; the second part provides incentives for skimming through the article in order to draw conclusions which are implied rather than expressed.

Procedure with Preparatory Books

Before the pupils look up in the dictionary the words in the first exercise, the teacher may help them to pronounce the words orally. They should apply the techniques of syllabication and finding familiar parts ("little words"). After this exercise in pronunciation they may look up the definitions in accordance with the directions. In most cases it will be desirable to complete the correction and rereading of "Definitions of Words" before taking up "Before You Read." The pupils may then read this silently and turn at once to page 65 in order to obtain the information required for the completion of the exercise.

Procedure without Preparatory Books

Teachers may put "Definition of Words" on the blackboard and follow the procedure suggested above for classes with the Preparatory Books. The pupils may write their answers on paper.

The pupils should then read aloud from the teacher's copy of the Preparatory Book the article on page 65. They may give, first orally and later in writing, answers to the questions on page 64 which

may be put on the blackboard. After this reading the teacher may put on the blackboard the list of words which follows the article. The children may read these words and attempt to recall the way in which they were used in the selection. Various pupils may reread passages from the selection to verify or correct this recall.

Follow-up

The definitions given in the Short Dictionary for the words in the first exercise are:

1. Hesperides: The garden where the golden apples grew in the old story, "The Three Golden Apples," was called the "Garden of the Hesperides."
2. Hercules: One of the heroes of old Greece. He appears in the story, "The Three Golden Apples."
3. quiver: A holder for carrying arrows.
4. startling: Causing fear or surprise.
5. conquer: To overthrow; to defeat; to beat.
6. damage: Injury; harm.
7. Hydra: A monster with nine heads, killed by Hercules.
8. monster: A large, horrible animal — a story animal, not a real one.
9. strangled: Choked.
10. stag: A male deer.

Answers to the questions in "Before You Read," page 64, should be substantially as follows:

1. They were daring.
 2. The country children were not as reckless as the city children.
 3. The city children put wreaths around the neck of the bull, and were chased by the angry bull.
 4. The city children were saved by their country cousins.
1. Summertime
 2. For wreaths
 3. Hanging the wreaths around the bull's neck

Inaccuracies or differences of opinion in the answers should lead to the rereading of the story.

Later, the pupils may make illustrations for "Our City Cousins."

Page 66**Objectives**

The first part of this page is to be done in conjunction with the reading of "The Three Golden Apples" in *Let's Look Around*, pages 223-241, and provides opportunity for predicting outcomes. The numbered exercises on the page are to be done after the first reading of the story has been completed. They provide incentives for skimming and require the location of page references.

Procedure with Preparatory Books

Pupils can work out the page independently. In some situations the teacher will need to make sure that the pupils observe the required alternation between Preparatory Book and Reader.

Procedure without Preparatory Books

The teacher may put on the blackboard the directions which appear on the first part of the page. Her pupils will proceed as do pupils with Preparatory Books except that they will write their predictions on paper. After the first reading of "The Three Golden Apples" has been completed, she may put on the blackboard questions 1 to 6. The pupils may skim through the story to find the answers to these questions. They may write their answers and the page references on paper.

Follow-up

Pupils may read aloud their predictions as soon as the entire group has finished reading the corresponding part of the story. Later, they may discuss the validity of these predictions. The answers which were found after skimming the story may also be read aloud and the page references may be verified.

The answers which are to be found by skimming through "The Three Golden Apples" are, in substance:

1. He had one hundred terrible heads. (Page 224)
2. He broke a rock with his club. (Page 227)

3. He had killed a fierce lion, a Hydra, cleaned out a great stable and chased a stag for a year without stopping to take a breath. (Page 228)
4. He would be on the sea shore. He had fifty daughters who had sea-green hair and tails like fishes. (Page 230)
5. Atlas was taller than a mountain. Clouds were around his waist. A forest was at his heels. Great oak trees stood between his toes. His hands held up the sky. (Page 233)
6. A thick-headed rogue. (Page 238)

B. "LET'S LOOK AROUND," PAGES 221-241

Pages 221-222

The pupils may read the unit title and examine the picture on page 222.

Pages 223-241

Objectives

This story gives the children an opportunity to read and interpret a relatively long folk tale. It should lead to the reading of other material about ancient Greece and its mythology. Preparatory Book pages 61-65 have provided preparation for the story and page 66 gives incentives for thoughtful reading of it.

Preparation

Before the pupils begin the story, the teacher may show them a map of Europe and help them to locate Greece. She may tell them of the many stories that have come down to us from the ancient Greeks. She may also tell them that Hercules, about whom they are going to read, probably was a real person but that they must decide for themselves whether the story they are going to read about him is true.

Reading

The pupils may read the story silently. Before they read Part 3, they are to try to guess what will happen next, as directed on Preparatory Book page 66, and they are to do the same thing before they

read Part 4. The teacher should take care that the Preparatory Book instructions are fully carried out.

Follow-up

After the pupils have read the entire story, they are to do the exercises on Reader pages 240-241. The outline may be completed substantially as follows:

- I. The Golden Apples
 - A. They grew in the *Garden of the Hesperides*.
 - B. They were guarded by *a dragon*.
 - C. Hercules started out to seek *the golden apples*.
- II. Hercules and the Children
 - A. Hercules asked some children *the way to the Garden of the Hesperides*.
 - B. The children did not want him to go to *so dangerous a place*.
 - C. He told the children *he was not afraid*.
 - D. They said the Old One could tell him *the way*.
- III. The Journey
 - A. Hercules found the Old One *on the shore*.
 - B. The Old One turned into *a stag, a bird, a dog, a snake*.
 - C. At last he told Hercules *to go to a great giant*.
 - D. Hercules crossed the sea in a *golden bowl*.
 - E. When he landed, he saw *a giant taller than a mountain*.
- IV. Hercules and Atlas
 - A. Atlas said he would get the apples for Hercules if *Hercules would hold up the sky for him*.
 - B. Hercules stood on a mountain and *held the sky*.
 - C. Atlas brought back the apples, but he would not *give them to Hercules*.
 - D. By a trick, Hercules got Atlas to *take back the sky*.
 - E. Hercules took the apples to *the King*.

The pupils may read their completed outlines aloud and compare their individual versions. The teacher should note that the directions permit the pupils to use their own words rather than the exact words of the book. The reading out loud of the completed outlines should lead to the rereading of many passages of the story. When-

ever differences of opinion arise, the matter should be settled by re-reading pertinent parts of the story.

The exercise "Things To Do," page 241, offers opportunity for further development of skills in word analysis.

The teacher may read to the children or have some of the better readers read other stories from Greek and Roman mythology. The pupils should be encouraged to read widely themselves in this field. Some children may be interested in securing factual information about ancient Greece. Those who do so should be given an opportunity to report to the class some of the most interesting facts. The teacher may give the pupils a simple account of the influence which the Greeks have had upon our civilization.

UNIT VI—PART 2

A. PREPARATORY BOOK PAGES 67-70

(PREPARATION FOR PAGES 242-264 OF "LET'S LOOK AROUND")

Page 67

Objectives

This page introduces words which will appear in coming Reader selections. The arrangement of text and pictures is planned to clarify the meaning of words with which the pupils may be unfamiliar.

Procedure with Preparatory Books

The pupils may read the page silently and number the pictures as directed. The teacher should urge them to work out the pronunciation of words they encounter on the page. After they have completed the silent work, they should read the text orally to clear up any difficulties in pronunciation.

Procedure without Preparatory Books

The teacher's copy may be passed from one child to another for each to read a sentence and find the appropriate picture. Later,

the teacher may put on the blackboard the text of the page. The pupils may reread these sentences orally. Some pupils may enjoy pantomiming the sentences and having other pupils guess the sentence portrayed.

Page 68

Objectives

The exercises on this page give further practice in finding little words in big words. The words used in these exercises include several which will be needed in the coming Reader selections.

Procedure with Preparatory Books

The pupils may read the page silently and carry out the directions.

Procedure without Preparatory Books

The teacher may reproduce the exercises on the blackboard and have the pupils write their answers on paper.

Follow-up

When the children have completed these exercises, they may check their work in one of the ways suggested on Manual pages 54-55.

The teacher should instruct the children to read the sentence carefully before writing in the word. She should tell them that though they may find more than one little word in each big word, they should be careful to select the one which will make sense in the sentences.

The children may enjoy extending the activities of the Preparatory Book page to other words of their own suggestion. The teacher should constantly remind them of the value of seeing little words in big words when they are attempting to solve vocabulary problems which arise in supplementary reading.

Page 69

Objectives

The exercises on this page give experience with words which will appear in the coming Reader selection. In the first exercise the pupils are to match words with definitions given in the exercise. In

the second exercise they are to alphabetize a list of words and look up the definitions in the Short Dictionary.

Procedure with Preparatory Books

The pupils may read the page silently and work out the exercises independently. Either before or after their work on the exercises the teacher should make sure that they can pronounce all the words correctly. In this pronunciation work they should be encouraged to apply syllabication and other word-analysis techniques with which the Preparatory Book exercises have made them familiar.

Procedure without Preparatory Books

The teacher may reproduce the Preparatory Book exercises on the blackboard and the pupils may work them out on paper.

Follow-up

After correcting the exercises according to one of the methods suggested on Manual page 00, the pupils may look up in their Short Dictionary or another dictionary the words for which no definition was given on the Preparatory Book page. The alphabetic order of the words is: *appeal, doldrums, drubbing, herald, highway, Midas, protest, trice*.

Each of the words in the exercises may be used in an original sentence illustrating its meaning. The pupils may enjoy making up questions to be answered with one of the words from the exercises.

Page 70

Objectives

The teacher may use page 70 either before or after the reading of the play "The Golden Goose," Reader pages 242-264. When used before the reading of the play, the Preparatory Book page provides a systematic analysis of the parts of the play, brings out the characters and the principal events. It thus provides a study of the play before it is read orally. If preferred, especially with abler readers, the play may be merely read through silently and then read aloud, a pupil taking each part, or it may even be read orally without

any silent-reading preparation. In either of these cases, the exercises on Preparatory Book page 70 may be taken up after the reading as review exercises, or omitted entirely. The teacher should choose the procedure which she thinks will be most interesting and profitable to the pupils. It is important that the play be handled in a way which the pupils will enjoy. If the teacher uses Preparatory Book page 70 before reading the play, she should note that a specific section of this page is to be done after each designated portion of "The Golden Goose" has been read, and that the skimming exercise is to be done when the reading of the play has been completed.

Procedure with Preparatory Books

The pupils may work out the page silently, keeping the relation between Preparatory Book and Reader as directed.

Procedure without Preparatory Books

The teacher may make the necessary minor changes in the directions, and reproduce the exercises, in convenient sections, on the blackboard.

Follow-up

The substance of the answers to be supplied is:

What Happened in Scene I

Jack shares his lunch with an old man, who in return tells him where to find a golden goose. While Jack is sleeping after a good meal at an inn, the landlord's daughter tries to steal his goose. She sticks fast to the goose as do others who try to rescue her. Jack goes off to see the King, carrying his goose and followed by the five people who are stuck to the goose.

Characters in Scene I

Jack	Old Man	Daughter	Sexton
His Mother	Landlord	Wife	Clerk

What Happened in Scene II

Many people have tried to make the princess laugh but none have succeeded. But when Jack arrives at the palace and the princess sees the goose with all the people attached to it, she does laugh. In reward the King gives Jack one half of his kingdom and the hand of the Princess in marriage.

New Characters in Scene II

Doctor	Guard	Lady-in-waiting
Queen	Herald	Count Nimble Wit
King	Princess	Prince Vivien

Characters Appearing in Both Scenes

Jack	Daughter	Sexton
Landlord	Wife	Clerk

Skimming Exercise

1. Page 243	4. Page 248	7. Page 257
2. Page 243	5. Page 254	8. Page 261
3. Page 248	6. Page 255	

B. "LET'S LOOK AROUND," PAGES 242-264**Pages 242-264****Objectives**

This selection is designed to extend the children's knowledge of folk literature and to introduce them to a story told in the form of a play. The reading should promote the desire to perform a play. Many incentives for oral reading and much opportunity for co-operative planning will also result.

Preparation

Preparatory Book pages 67-69 provide for preliminary experience with the vocabulary of this selection.

Before the pupils begin the independent silent reading of the selection, they may read aloud with the teacher the introductory note on page 242 which explains the form in which plays are written.

They may then skim over with the teacher passages from the play in order to become thoroughly acquainted with its form.

Reading

The pupils may first read the play silently. In connection with this silent reading the activities on Preparatory Book page 70 (see Manual pages 225-227) should be worked out.

Later, they may read the play orally, each part being assigned to a child. The actors may be changed at the beginning of Scene 2, if necessary, to give as many children as possible a chance to take part.

The exercises on pages 263-264 may be done immediately after the silent reading if the teacher so chooses, or they may be deferred until after the oral reading.

Follow-up

The last exercise on Preparatory Book page 70 provides an opportunity for skimming through the play.

Questions which may be used to stimulate discussion after the reading of the play are:

Do you think Jack's mother had cause to be satisfied with the results of his day's work?

Do you know a story about King Midas? Tell it.

Did the King know the full meaning of his words when he said, "We will see these geese"? (page 260).

The words needed to complete the exercise "Rhymes to Finish" on page 263 are:

cheese	king
cleft	day
feather	again
away	say
Jack	

The children should be encouraged to read other plays. They may make selections from the books suggested on page 262 or from other play collections.

Many of the earlier stories in *Let's Look Around* are suitable for dramatizing.

CHAPTER XII

LESSON PLANS FOR UNIT VII —

“BOYS AND GIRLS IN OTHER LANDS”

Topic

This unit deals with child life in other countries. It provides stories based on life in China, Norway, and Mexico. It should be understood, however, that the topic is broadly conceived to include other countries. It should serve, in other words, to introduce the children to a study of any other part of the world than their own in which they may become interested.

Objectives

The special objectives of this unit are as follows:

1. To encourage the children to study the lives and surroundings of people in other lands with an attitude of friendly interest.
2. To induce children to read geographies, books of travel, and other materials dealing with foreign lands.
3. To appraise progress in reading by means of tests of speed and accuracy.
4. To develop useful varieties of work-type reading, as interpreting maps, summarizing, outlining, locating information, predicting outcomes, selecting factual information from a narrative, considering a single series of events from differing points of view, and citing passages in support of generalized statements.
5. To promote skill in attacking and identifying words by means of exercises with rhyming words, seeking definitions in the dictionary and from context, alphabetizing, using guide words in a dictionary, discriminating between the long and the short sounds of vowels, finding synonyms, and noting accented syllables.

Activities

Before reading each of the stories, the country to which the story relates should be located on a globe or map. Since the children read in earlier units selections referring to various far-away lands, they may be asked to recall the locations of these countries and to locate the new section. Places mentioned in earlier stories are Africa, the Canary Islands, Egypt, Italy, Greece, and Holland.

A good way of moving in thought from one continent to another is to plan a trip around the world and discuss the various routes that could be taken.

If some person in the community who has traveled widely could be induced to visit the class, the pupils could profit by hearing some of his experiences. The teacher and children should bring to school any interesting books, pictures, or other objects related to the life in the country being studied. They may report anything that they know or anything new that they learn about the people, the customs, the schools, the games, the songs, and the general characteristics of the land under consideration.

Some of the children may elect to read by themselves materials related to some country not represented in the stories in this unit. Such a project should be encouraged. If some of the children have parents who have lived in other countries or who are natives of other lands, they should be encouraged to learn what they can from their parents. In many cases, they will be able to bring to school characteristic books, pictures, costumes, or other objects.

In some cases, the children for some good reason may wish to specialize in a study of a particular country — China, for example. In such a case, they may decide to make a display and have a festival representing the life of that country. For example, they might try to reproduce a Chinese holiday celebration. Appropriate to such an event would be the construction of many brightly-colored paper kites of unusual shapes — dragons, flowers, fish, etc. Directions for making these and for other types of construction may be found in such books as Dixon and Hartwell's *The Make-It Book* (Rand) and Plimpton's *Your Workshop* (Macmillan). Some children may be interested in developing study-relief maps made with flour paste.

Books for Children's Reading with Unit VII

The easiest books — those of second- or third-grade difficulty — are marked (a); those of average fourth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

AUTHOR	TITLE	PUBLISHER
Aanrud, Hans.	<i>Sidsel Longskirt and Solve Suntrap; Two Children of Norway</i> (b).	Winston.
Barringer, Marie.	<i>Martin the Goose Boy</i> (the Tyrol) (b).	Doubleday.
Brann, Esther.	<i>Nanette of the Wooden Shoes</i> (France — Britany) (c).	Macmillan.
Brink, Carol Ryrie.	<i>Mademoiselle Misfortune</i> (France) (c).	Macmillan.
Burglon, Nora.	<i>Children of the Soil</i> (Sweden) (b).	Doubleday.
Byrne, Bess S.	<i>With Mikko through Finland</i> (c).	McBride.
D'Aulaire, Ingri and Edgar P.	<i>Children of the Northlights</i> (Lapland) (b).	Viking.
Desmond, Alice.	<i>The Lucky Llama</i> (Peru) (b).	Macmillan.
Ege, Nezahet N.	<i>Turgut Lives in Turkey</i> (b).	Longmans.
Emerson, Sybil.	<i>Pigeon House Inn</i> (France) (b).	Crowell.
Grant, Maude M.	<i>Windmills and Wooden Shoes</i> (Holland) (a).	Southern.
Hader, Berta and Elmer.	<i>Jamaica Johnny</i> (b-c).	Macmillan.
Hall, May E.	<i>Jan and Betje</i> (Holland) (b).	Merrill.
Hamsun, Marie.	<i>Norwegian Farm</i> (b-c).	Lippincott.
Handforth, Thomas.	<i>Mei Li</i> (China) (a-b).	Doubleday.
Hedrick, E., and Van Noy, K.	<i>Kites and Kimonos</i> (Japan) (a).	Macmillan.
Hill, H. and Maxwell, V.	<i>Little Tonino</i> (France — Provence) (c).	Macmillan.
Hogner, Dorothy.	<i>The Education of a Burro</i> (Mexico) (b).	Nelson.
Knowlton, P. A.	<i>First Lessons in Geography</i> (b).	Macmillan.
Lattimore, Eleanor F.	<i>Little Pear</i> (China) (a).	Harcourt.
Lattimore, Eleanor F.	<i>Little Pear and His Friends</i> (China) (a).	Harcourt.
Machetanz, Frederick.	<i>Panuck, Eskimo Sled Dog</i> (b).	Scribner.
Miller, Elizabeth C.	<i>Pran of Albania</i> (b-c).	Doubleday.
Morrow, Elizabeth.	<i>The Painted Pig</i> (Mexico) (b).	Knopf.
Neumann, Daisy.	<i>Sperli the Clockmaker</i> (Germany) (b-c).	Macmillan.
Olmstead, E. G., and Grant, Emma B.	<i>Ned and Nan in Holland</i> (a).	Row.

AUTHOR	TITLE	PUBLISHER
Perkins, Lucy Fitch.	<i>The Dutch Twins</i> (a).	Houghton.
Perkins, Lucy Fitch.	<i>The Eskimo Twins</i> (b-c).	Houghton.
Perkins, Lucy Fitch.	<i>The Irish Twins</i> (b-c).	Houghton.
Perkins, Lucy Fitch.	<i>The Mexican Twins</i> (b-c).	Houghton.
Perkins, Lucy Fitch.	<i>The Norwegian Twins</i> (b-c).	Houghton.
Petersham, Maud and Miska.	<i>Miki</i> (a little boy's visit to Hungary) (a).	Doubleday.
Potter, Edna.	<i>Land from the Sea</i> (Holland) (b-c).	Longmans.
Purnell, Idella.	<i>Pedro the Potter</i> (Mexico) (b-c).	Nelson.
Richards, I., and Landazuri, E.	<i>Children of Mexico</i> (b).	Harr Wagner.
Rowe, Dorothy.	<i>The Begging Deer, and Other Stories of Japanese Children</i> (Japan) (b-c).	Macmillan.
Rowe, Dorothy.	<i>The Moon's Birthday</i> (China) (b).	Macmillan.
Rowe, Dorothy.	<i>The Rabbit Lantern, and Other Stories of Chinese Children</i> (China) (b).	Macmillan.
Rowe, Dorothy.	<i>Traveling Shops</i> (China) (b-c).	Macmillan.
Rudolph, Marguerita.	<i>Masha, the Little Goose Girl</i> (Russia — Ukraine) (b).	Macmillan.
Schawe, Louise.	<i>Friendly Dogs — Here, There, and Everywhere</i> (a-b).	World Bk.
Smith, Susan.	<i>Made in Mexico</i> (Mexican handwork) (b-c).	Knopf.
Thomas, Eleanor.	<i>Mr. Pearly of Peppercot Lane</i> (England) (c).	Scribner.
Vance, Marguerite.	<i>A Star for Hansi</i> (Germany) (b).	Harper.
Wells, Rhea.	<i>Beppo the Donkey</i> (Italy) (a).	Doubleday.
Wells, Rhea.	<i>Coco the Goat</i> (Spain) (a).	Doubleday.
Wiese, Kurt.	<i>Liang and Lo</i> (China) (a).	Doubleday.
Wood, Esther.	<i>Great Sweeping Day</i> (Japan) (b-c).	Longmans.

Poems for Use with Unit VII

The numbers following each title indicate the books in which the poem may be found. For the related list of collected poems and anthologies, see Manual pages 285-287.

Chute, Marchette G.	Principal Exports 6
Coatsworth, Elizabeth.	Counters (also called "To Think") 35, 39
Field, Eugene.	Norse Lullaby 12, 35, 39
Field, Rachel.	Venetian Beads 14
Fyleman, Rose.	Temple Bar (London) 36
Headland, I. T. (tr.)	A Chinese Nursery Rhyme 36, 37

Le Gallienne, Richard.	A Caravan from China Comes 43
Masefield, John.	Sea Fever 39, 40, 42
McCrae, John.	In Flanders Fields (France) 39, 42
Mead, Stella.	The Merry Man of Paris 35
Millay, Edna St. Vincent.	Travel 39, 43
Naidu, Sarojini.	Cradle Song (India) 37, 39, 43
Nightingale, Madeleine.	The Caravan 39
Noyes, Alfred.	The Call of the Spring 35
O'Brien, Edward J.	Irish 43
Old Song.	Gaelic Lullaby (British Isles) 37
Old Song.	Over the Hills and Far Away 44
Stevenson, Robert Louis.	Travel 27, 39
Tagore, Rabindranath.	Paper Boats (India) 37, 42
Tippett, James S.	Freight Boats 29, 39
Turner, Nancy Byrd.	London Rain 32, 43
Turner, Nancy Byrd.	Ships 32, 35
Wynne, Annette.	Little Maid of Far Japan 34, 39

Selected Songs for Unit VII

The following is a list of suitable songs selected by Miss Marian Flagg, Director of Music Education, Dallas Public Schools, Dallas, Texas. Following the title of the song is the page on which it appears in one of the five books listed on page 91. The letters following the page number identify the particular book. These identifying letters are repeated on page 91.

Longing for Home (China)	page 24	U.F.S.
Street Cry (Mexico)	page 50	U.F.S.
Shy Incognita	page 63	U.F.S.
Cielito Lindo	page 66	U.F.S.
Fishing Song (Norway)	page 114	U.F.S.

UNIT VII—PART 1

A. PREPARATORY BOOK PAGES 71-74

(PREPARATION FOR PAGES 265-278 OF "LET'S LOOK AROUND")

Pages 71-72

Objectives

Preparatory Book page 71 and the first half of page 72 constitute a test of speed and accuracy in reading. The exercise "Words That

Rhyme" on page 72 is designed to develop the pupils' phonetic skill and to draw specific attention to certain common phonetic elements.

Procedure with Preparatory Books

The tests of speed and accuracy ("Christmas Customs" and "Which Is Right?") are to be administered in the usual way. (See Manual pages 92-94.)

Procedure without Preparatory Books

The teacher may select from a book which is available for all the pupils a selection comparable in length and difficulty to the article on Preparatory Book page 71. She may prepare comprehension questions based on this selection and put them on the blackboard to be done on paper by the pupils. These tests may be timed and scored in the way suggested for the Preparatory Book tests.

The exercise "Words That Rhyme" may be read silently and done independently by pupils with Preparatory Books. For classes without the books the teacher may put the exercises on the blackboard. She may change the words *Draw a line under* in the directions to read *Copy*.

Follow-up

The answers to the questions in "Which Is Right?" are:

- | | |
|------------------|------------------|
| 1. in France | 6. Christmas Eve |
| 2. carrots | 7. England |
| 3. in bushes | 8. a big log |
| 4. Christmas Eve | 9. all night |
| 5. on a table | 10. Italy |

When the pupils have corrected the exercise "Which Is Right?", those with Preparatory Books should record their scores on Preparatory Book page 91. Pupils without Preparatory Books should record their results on individual charts prepared for the purpose (see Manual pages 275-276).

After the scores for the tests have been recorded, the pupils may enjoy reading aloud and discussing the article on Preparatory Book page 71. They should be encouraged to contribute to the discussion

any additional information which they possess. Classes without Preparatory Books may read the article from the teacher's copy which may be passed from one pupil to another.

If interest warrants it, the pupils may compose an article similar to that on page 71, describing Christmas customs in our own country.

After the pupils have checked their work on "Words That Rhyme," they may make jingles using the various pairs of rhyming words. They may point out the letters which form the rhyming element in each pair of words and note that in these words — although not in all words — parts which sound alike are spelled alike. They may also point out in each pair the letters which differentiate one word from the other.

They may reread the exercise and find words containing the short or the long sound of *i*.

Page 73

Objectives

The article on this page gives information about an animal which plays an important part in the coming story and provides advance experience with vocabulary which will be needed. The exercises which follow the article continue the training in outlining. The pupil is required to make an outline with less help than he has been offered previously.

Procedure with Preparatory Books

The pupils may read the article silently. Oral reading and discussion may take place before work is begun with the exercises, if this seems desirable.

Procedure without Preparatory Books

The pupils may read the article aloud from the teacher's copy. The children who are to do this oral reading should first have an opportunity to read the article silently.

After the reading the pupils with Preparatory Books should proceed with the exercises. Most pupils can probably do the first section of the exercise with little help. In the second section of the exercise the teacher should not expect complete success on the pupils' first

attempt. Each pupil should be given an opportunity to work on his outline independently. From these individual attempts a class outline may be prepared co-operatively, as suggested below.

For classes without Preparatory Books the exercises may be worked out co-operatively on the blackboard. The teacher's copy of the Preparatory Book should be available during this work and passages should be reread as the need arises.

Follow-up

The sentences in the first section of the exercise are to be completed approximately as follows:

1. that the water buffalo enjoys the water.
2. that water buffaloes are large and strong, grayish in color and have spreading horns.
3. that a water buffalo works in rice fields.
4. that the water buffalo works for man and gives milk.

The following outline gives an idea of what may be expected as a final result of the co-operative work:

- I. The water buffalo enjoys the water.
 1. He stands in a pool for hours.
 2. He keeps cool.
 3. He keeps away from flies.
- II. Appearance of water buffaloes
 1. Larger than an ox
 2. Blue-black or gray
 3. Spreading horns
- III. Value of the water buffalo
 1. Works in rice fields.
 2. Broad feet keep him from sinking into mud.
- IV. Other values
 1. Pulls wagons and plows.
 2. Carries people.
 3. Female gives milk from which butter is made.

If the pupils seem to need additional practice in outlining, the teacher may plan exercises similar to those on the Preparatory Book page but based on other selections which the pupils have read.

Page 74**Objectives**

The first exercise provides further training in the use of the dictionary and advance experience with vocabulary needed for the reading of the next Reader selection. The second half of the page gives advance motives for reading "The Water Buffalo's Bath," a test of comprehension and recall, and instructions for skimming to locate specific facts. (See the discussion in this Manual for Preparatory Book page 6 for further comments on this type of exercise.)

Procedure with Preparatory Books

The pupils may read the exercises silently and work them out independently. The teacher should note that a portion of the work is to be done after the pupils have read the Reader selection.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the Preparatory Book exercises and the pupils may work them out on paper.

Follow-up

When "Definitions of Words" has been completed, the pupils may read the exercise aloud. The teacher should give any needed help with the pronunciation of the words in this exercise and she should encourage the pupils to apply the techniques of word analysis with which they have become familiar in earlier Preparatory Book exercises. The pupils may read aloud their answers to the questions in the first half of the right-hand section and they may cite passages from the story which support their conclusions. The answers expected are:

- | | |
|---------------|-----------------|
| 1. China | 3. Country life |
| 2. Summertime | 4. Rice |

The page references required by the last exercise are:

- | | |
|--------|--------|
| 1. 267 | 3. 271 |
| 2. 268 | 4. 274 |

B. "LET'S LOOK AROUND," PAGES 265-278

Pages 265-266

The pupils may read the unit title and examine the picture on page 266.

Pages 267-278**Objectives**

This story introduces the children to a characteristic happening in Chinese life. Like the other selections in this unit it should extend their interest and understanding in relation to peoples of other lands. The exercises which follow continue practice in using the dictionary and encourage the use of encyclopedias and other reference materials. Work with synonyms is designed to refine and clarify the pupils' understanding of word meanings.

Preparation

Preparatory Book pages 71-73 and designated sections of page 74 should be read before the pupils begin this story.

The pupils may tell what they know of China and the life of the Chinese.

Reading

The pupils may read the story silently.

Follow-up

As soon as they have finished reading "The Water Buffalo's Bath," the pupils should return to Preparatory Book page 74 to answer the questions based on the story. The rereading and correction of these Preparatory Book exercises will lead to rereading of the story in part or in whole.

The pupils should be encouraged to read some of the books on China suggested on pages 276-277. In connection with "Using the Dictionary" (Reader page 277) the pupils may list words in "The Water Buffalo's Bath" which they have looked up or need to look up in the dictionary.

The pupils should be helped to locate materials in which they can find the information called for in "Things to Do," Sections 1 and 2 (Reader page 278). The exercise with synonyms ("Things to Do," Section 3, page 278) affords review of important new words used in the story. The exercise may be re-used for various word study purposes. The pupils may syllabify the words, find words containing long and short vowel sounds or familiar phonograms, check out little words in big words, or skim the story again to locate as many of the words as possible in the text.

UNIT VII—PART 2

A. PREPARATORY BOOK PAGES 75-76

(PREPARATIONS FOR PAGES 279-293 OF "LET'S LOOK AROUND")

Page 75

Objectives

These exercises give advance experience with words which occur in the next Reader selection. Practice is given in matching words and definitions and in using new words in context.

Procedure with Preparatory Books

Before beginning independent work with the Preparatory Book page, the pupils may pronounce, with the help of the teacher if necessary, the words listed at the beginning of the exercise. They should be encouraged to apply to the pronunciation of these words techniques of word analysis with which they are familiar. They may then proceed independently with the silent reading and working out of the exercises.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises from this page. The pupils may proceed as directed above for classes which have Preparatory Books and they may write their answers on paper.

Follow-up

The completed exercises may be reread orally and discussed.
The correct order of the definitions on page 75 is as follows:

- | | |
|-----------------|------------|
| 1. anxious | 6. furious |
| 2. creaked | 7. utmost |
| 3. despair | 8. tread |
| 4. sausage | 9. keen |
| 5. astonishment | |

The correct words to be inserted in the sentences on page 75 are:

- | | |
|-----------------|------------|
| 1. sausage | 6. furious |
| 2. tread | 7. despair |
| 3. keen | 8. creaked |
| 4. utmost | 9. anxious |
| 5. astonishment | |

Page 76**Objectives**

This page introduces the characters in the coming Reader selection, and an advance motive is given for reading the story. Incentives for thoughtful reading are provided by the exercise which encourages the pupils to predict the final outcome of the story.

Procedure with Preparatory Books

The pupils may read page 76 and study the pictures. They may then read the first half of the Reader selection as directed and write their guesses on the lines provided.

Procedure without Preparatory Books

The paragraph describing the characters in the coming story may be read aloud by some of the pupils from the teacher's copy of the book, and the names of the characters may be written on the blackboard for the pupils to read. The teacher may write on the blackboard a direction similar to the one encouraging the pupils to predict the final outcome of the story.

Follow-up

The pupils' guesses as to "what happened next" may be judged after all have finished reading "A Molasses-Cake Story."

B. "LET'S LOOK AROUND," PAGES 279-293**Pages 279-285****Objectives**

This selection should not only interest the children in the experiences of a child in Norway but should help them to see that children in other countries are very like they are. It should result, too, in increasing understanding of peoples of other lands. When they have finished reading this section of the story, they are invited to predict the final outcome of the events about which they have read.

Preparation

Preparatory Book pages 75-76 should be read before the pupils begin this selection. The work with maps and the advance introduction of the characters in these Preparatory Book pages will serve to arouse interest in this story.

Reading

The pupils may read this first half of the story silently.

Follow-up

Each pupil may write in the space provided on Preparatory Book page 76 his own prediction of the final outcome.

If the first half of the story has presented any vocabulary difficulties, they should be cleared up before the pupils proceed with the second half.

Pages 285-293**Objectives**

In this assignment the pupils complete the reading of an enjoyable selection and evaluate their own skill in predicting the turn of events.

Preparation

Before the pupils go on with this part of the story, they may read aloud and compare the predictions which they wrote on Preparatory Book page 76.

Reading

The pupils may finish reading the story silently.

Follow-up

Pupils may read aloud passages from the story which confirm or deny their predictions. Since the story is a pleasant, lively one, the pupils may enjoy reading it aloud in its entirety. "Different Points of View" (pages 292-293) provides an incentive for careful rereading of the story. Pupils may band together in three small groups, each group preparing one of the suggested versions of the story and selecting one of its members to give the oral presentation.

The pupils should be encouraged to read some of the books suggested on page 292 and to search for the information required in "Things to Do," Section 1. Individuals may make oral reports of their investigations.

Review of new vocabulary is provided in "Things to Do," Section 2. If it seems desirable, this word list may be re-used in some of the ways suggested in connection with Reader page 278 (see Manual page 239).

UNIT VII—PART 3**A. PREPARATORY BOOK PAGES 77-80**

(PREPARATION FOR PAGES 294-312 OF "LET'S LOOK AROUND")

Page 77**Objectives**

This page provides advance experience with words required for the coming Reader selection. It continues training in the use of the dictionary and practice in alphabetizing.

Procedure with Preparatory Books

The pupils may read the page silently and carry out the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises from the Preparatory Book page and the pupils may do their work on paper.

Follow-up

The pupils may read their completed work aloud. They should be encouraged to apply familiar techniques of word recognition to the pronunciation of the words. The correct alphabetic order of the words is: *balconies, cobble-stone, coconut, fragrant, gnawing, lilac, loom, Marcos, parakeet, patio, pillar, Señora, startling, weaver, Zapotec.*

Page 78**Objectives**

These exercises give training in discriminating between long and short sounds of vowels. They also provide advance experience with some of the words which occur in the next Reader selection.

Procedure with Preparatory Books

The pupils may read the exercises silently and do them independently.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the various word lists from the Preparatory Book page. Pupils may then take turns in reading aloud the explanatory material from the teacher's copy of the book. Following this, the pupils may copy the word lists on paper and indicate the vowel sounds as directed by the Preparatory Book.

Follow-up

The exercises may be corrected in any of the ways suggested on Manual pages 54-55.

The vowels in the words of the exercise on page 78 should be marked as follows:

	<i>a</i>	
āche	răcks	mājor
bālconies	săshes	chăttering
	<i>i</i>	
fīx	clīffs	spīnner
tīles	fīber	īron-barred
	<i>e</i>	
Měxico	ěrrands	hě's
bělts	sēpia	sērious
	<i>o</i>	
Mexicō	ōlive	sōwing
enclōsed	mōment	sōbbed
plōt	blōtting	
	<i>u</i>	
ūtmost	hūnger	stūmble
ūnlike	rūbbish	ūs
stūpid	ūsed	

Pages 79-80

Objectives

Pages 79-80 provide experience in extracting useful information, as well as enjoyment from a story. The story is "Marcos in the City," Reader pages 294-311. Reading this story will be thoroughly enjoyable. In using pages 79-80 in the Preparatory Book, the teacher will have the subtle task of showing how information can be gleaned from such a selection without killing interest in the story itself. If the fun of reading should be ruined by the exercises, they should have to be considered as worse than useless. On the other hand, if the pupil should enjoy seeing how much solid information can be found in such a story and how skimming it after the first reading brings to light much information overlooked during the first reading, the experience will be doubly rich. Much depends on the

teacher's tact in conducting the exercises. She should try to make the experience informal and cheerful and in no sense a stern examination. Since exercises of this sort are most appropriate for informational, not story materials, they are used very sparingly in *The New Work-Play Books*. They should be used likewise very rarely in supplementary reading. Too much study of stories will destroy a pupil's fun in reading them. This would be the most serious error that a teacher could make.

Procedure with Preparatory Books

Classes may read these pages silently and work out the exercises independently. Some classes may prefer to write tentative answers on paper before putting them in final form in the Preparatory Book. If desired, the questions may be discussed orally in a class exercise and the entries made in the Preparatory Book later.

Procedure without Preparatory Books

These pages may be divided into sections of suitable length. The teacher may reproduce the Preparatory Book exercises on the blackboard and the pupils may write their answers on paper.

Follow-up

If it seems desirable, each section may be read aloud and the answers discussed as the pupils finish it. Frequent reference to the Reader story should be made in correcting these pages and many opportunities for oral reading will result.

The substance of the answers expected is as follows:

1. About a Mexican boy who went to the city to find work.
2. Marcos was brave, devoted to his family, eager to work, appreciative of kindness.

Markets

1. Fruit
2. Vegetables and flowers
3. Cotton goods
4. Articles made of leather and cocoanut fiber
5. Meat

Houses

1. They were green. Their walls looked like cliffs. They seemed to be rocking. They had carved iron balconies.
2. They were of many light colors, as lilac, soft yellow, green. The windows were iron barred. The houses had low balconies. Archways ran straight through the house. The patios had flowers, lemon trees, and banana trees.

Streets

1. The streets were paved with cobblestones.
2. There was a fountain in one street. Many people were in the streets.

Things to Wear

1. A red cotton sash
2. A white blouse and bright colored skirt
3. Some women had fine dresses. The poorer women wore shawls.

Foods

1. Oranges, plums, pineapples
2. ribs of beef, shoulders of lamb, sausages
3. lemons, bananas
4. bread, soup

Animals

Parrots, parakeets, and oxen

Churches

1. Cool and shady — a place to be quiet
2. Steps and a bell in a tower

People

1. Busy people who paid little attention to him. Some did not even listen before refusing him work.
2. People busy with their own affairs, and kind and friendly people (the weaver and his wife).

Work

1. Weaving, spinning, running errands
2. Selling goods at the market, weaving, shoe shining, unloading carts.
3. Spinning, plowing, sowing

B. "LET'S LOOK AROUND," PAGES 294-312

Pages 294-311**Objectives**

This selection should extend the pupils' understanding of peoples of other nations and inspire appreciation of fine personal qualities. The first rapid reading for enjoyment is followed by several careful rereadings to locate passages which support statements made on pages 310-311. The story is followed by suggestions for related research, further practice with long and short vowel sounds, and additional training in the use of the dictionary.

Preparation

Preparatory Book pages 77-78 should be completed before the pupils begin to read this selection.

The teacher may point out Mexico on a map and ask the children to tell what they know of that country. They may be interested to hear that although Mexico is very near the United States, its people have many customs which are quite unlike our own.

Reading

The pupils may read the story silently for enjoyment. Rereading for study purposes will be made in connection with the follow-up activities and the next group of Preparatory Book exercises.

Follow-up

The pupils may do the exercise "Prove It" on pages 310-311. They may read their answers aloud and compare one another's responses. The page references and the passages from the story required by the exercise are:

1. Page 294. "He had only a few pennies. These he paid for a place to sleep."
2. Page 295. "But now such a hollow feeling hid under his red cotton sash."
3. Page 297. "The low houses were painted in many colors."
4. Page 299. "He helped one man carry baskets of fruit and

vegetables from a cart into his shop, and the man gave him a banana."

5. Page 297. "Beyond the archways were the flowery patios."
6. Page 305. "He saw a wooden loom in one corner, a weaver behind it."
7. Page 309. "But he could hear the kind senora moving about, preparing the bed where he, Marcos, would sleep that night and for many nights to come."
8. Page 309. "'I have done well,' he said to himself."

The pupils should be encouraged to read some of the other books about Mexico suggested on page 310. At this time additions may be made to "My Reading List" on Preparatory Book page 96. "Things to Do" provides further activities related to Mexico. Section 3 of this exercise can be done independently by the pupils.

Page 312

Objectives

This selection provides for further reading of poetry for enjoyment and it offers an opportunity to discuss an interesting and novel point of view.

Reading

The pupils may read the poem silently and those who wish to do so may read or recite it to the class.

Follow-up

The class, with the help of the teacher, may discuss the meaning of this poem.

CHAPTER XIII

LESSON PLANS FOR UNIT VIII —

“HOOFS, WHEELS, AND WINGS”

Topic

While this unit deals primarily with transportation, today and in times past, the topics covered go considerably beyond this theme. The unit introduces the pupil not only to the study of transportation as such, but to travel for recreational and social, as well as for practical purposes. The topic is tied up with consideration of the world at large, including matters of geography, history, science, invention, and industry. As a final unit in the book, it is designed to open up a very broad field of reading, which children can pursue according to their individual opportunities or interests.

Objectives

The special objectives of the unit may be listed as follows:

1. To foster an interest in reading about the various means of transportation, past and present.
2. To interest pupils in reading about current events, especially in connection with matters related to trains, steamships, automobiles, and airplanes.
3. To develop a scientific interest in the construction of the various means of transportation.
4. To test speed and comprehension in reading and to interest the pupils in completing a record of progress.
5. To develop skill in reading factual and narrative-informative materials by setting up advance motives for thoughtful reading and by providing incentives for skimming, rereading, interpreting and making maps, finding key sentences, using and making an index, and organizing materials for varied purposes.
6. To develop skill in word analysis through work with defini-

tions, introduction and review of the phonograms *ac, ad, ble, com, ea, ess, oa*, the use of picture clues, and alphabetizing.

7. To encourage the reading and use of reference books — dictionaries, encyclopedias, geographies, histories, and others.

8. To review the content and techniques of the fourth-year course.

Included in this unit are the various blanks for recording scores in tests, making a reading curve, and keeping a list of books read, together with instructions for using the blanks. These materials have been used from the beginning of the course and are placed here only for convenience.

Activities

Since the topic, broadly conceived, has many ramifications, a very wide choice of activities is possible. The topic most specifically featured is, of course, transportation or travel. The main devices described are automobiles and airplanes. Since these are fascinating topics, many of the children may elect to increase their information about them. They may easily be interested in gathering facts about early means of travel, in investigating the possibilities of travel in this or other countries, in constructing a play airplane or model airplanes.

Books for Children's Reading with Unit VIII

The easiest books — those of second- or third-grade difficulty — are marked (a); those of average fourth-grade difficulty are marked (b); those that are somewhat more difficult are marked (c).

AUTHOR	TITLE	PUBLISHER
Brock, Emma.	<i>Drusilla</i> (covered wagon journey) (b).	Macmillan.
Carroll, Ruth.	<i>Chessie</i> (cat that rode on a train) (a).	Julian Messner.
Carroll, Ruth and Latrobe.	<i>Flight of the Silver Bird</i> (two children on a trans-Pacific plane) (b).	Julian Messner.
Dalgliesh, Alice.	<i>America Travels</i> (a story of American travel from early times until today).	Macmillan.
Flack, Marjorie.	<i>Up in the Air</i> (balloon) (a-b).	Macmillan.

AUTHOR	TITLE	PUBLISHER
Gilechrist, M. E. and Ogle, L.	<i>Rolling Along through the Centuries</i> (a history of transportation) (b).	Longmans.
Gimmage, Peter.	<i>The Picture Book of Ships</i> (c).	Macmillan.
Hader, Berta and Elmer.	<i>The Picture Book of Travel</i> (c).	Macmillan.
Hall, Charles G.	<i>Skyways</i> (airplane) (c).	Macmillan.
Hall, Charles G.	<i>Through By Rail</i> (trains) (c).	Macmillan.
Hamilton, Edwin T.	<i>Complete Model Aircraft Manual</i> (c).	Harcourt.
Knowlton, P. A.	<i>* First Lessons in Geography</i> (b).	Macmillan.
Kuh, Charlotte.	<i>The Motorman</i> (Happy Hour Series) (a-b).	Macmillan.
Lent, Henry B.	<i>The Air Pilot</i> (Happy Hour Series) (a).	Macmillan.
Lent, Henry B.	<i>The Bus Driver</i> (Happy Hour Series) (a).	Macmillan.
Lent, Henry B.	<i>Clear Track Ahead!</i> (trains) (b-c).	Macmillan.
Lent, Henry B.	<i>Diggers and Builders</i> (includes truck driver) (b).	Macmillan.
Lent, Henry B.	<i>The Fire Fighter</i> (fire-fighting boat) (b).	Macmillan.
Lent, Henry B.	<i>Full Steam Ahead!</i> (ocean liner) (b).	Macmillan.
Lent, Henry B.	<i>Tugboat</i> (b).	Macmillan.
Lent, Henry B.	<i>Wide Road Ahead!</i> (the making of an automobile) (b-c).	Macmillan.
McNamara, John F.	<i>Playing Airplane</i> (how to fly an airplane) (b-c).	Macmillan.
Meigs, Cornelia.	<i>The Wonderful Locomotive</i> (fanciful story about a train) (c).	Macmillan.
Petersham, Maud and Miska.	<i>The Story Book of Wheels, Ships, Trains, Aircraft</i> (b-c).	Winston.
Pryor, William C. and Helen S.	<i>The Airplane Book</i> (b-c).	Harcourt.
Pryor, William Clayton.	<i>The Train Book</i> (b).	Harcourt.
Swift, Hildegard Hoyt.	<i>Little Blacknose</i> (story of an old-fashioned locomotive) (c).	Harcourt.
Thomson, Jay Earle.	<i>Aviation Stories</i> (c).	Longmans.
Webster, Hanson Hart.	<i>Travel by Air, Land, and Sea</i> (a history of methods of transportation) (c).	Houghton.
White, George R.	<i>Zoom</i> (how an airplane is made and flown) (c).	Longmans.
Yoakam, Bagley, and Knowlton.	<i>* Reading to Learn: Introductory Book</i> (b).	Macmillan.

* In part about transportation.

Poems for Use with Unit VIII

The numbers following each title indicate the books in which the poem may be found. For the related list of collected poems and anthologies, see Manual pages 285-287.

Allingham, William.	Homeward Bound (ship) 40
Baruch, Dorothy W.	Riding in a Motor Boat 4, 39
Baruch, Dorothy W.	Stop-Go 4, 35
Beeching, Charles Henry	Going down Hill on a Bicycle 40
Chute, Marchette G.	My Ship 6
Drinkwater, John.	The Wagon in the Barn 43
Farjeon, Eleanor	City Streets and Country Roads 10
Farjeon, Eleanor.	The Milk-Cart Pony 11, 35, 36
Field, Rachel.	Roads 14
Field, Rachel.	Taxis 15, 39
Frost, Robert.	Stopping by Woods on a Snowy Evening 35, 36, 45
Guiterman, Arthur.	A Tract for Autos 39
Harrington, Sarah Jane.	My Little Boat 37.
Hicky, Daniel W.	To an Aviator 43
Le Gallienne, Richard.	A Caravan from China Comes 43
Lindsay, Vachel.	The Old Horse 36
Miller, Mary Britton.	Camel, 22, 36
Miller, Mary Britton.	Horse 22
Miller, Mary Britton.	Shetland Pony 22
Miller, Mary Britton.	Where Are All the Lighted Trains? 22
Old Song.	The Railroad Cars Are Coming 39
Orleans, Ilo.	It Isn't Hard to Drive a Car 44
Rosetti, Christina.	Horses of the Sea 26, 35, 36, 37
Rounds, Emma.	The Ballad of the Merry Ferry 39, 44
Tippett, James S.	The Elevated Train 29, 35
Tippett, James S.	Engine 29, 35
Tippett, James S.	Ferryboats 29, 35
Tippett, James S.	Freight Boats 29, 39
Tippett, James S.	Up in the Air 29, 35
Turner, Nancy Byrd.	Ships 32, 35
Turner, Nancy Byrd.	Wings and Wheels 32, 35

Selected Songs for Unit VIII

The following is a list of suitable songs selected by Miss Marian Flagg, Director of Music Education, Dallas Public Schools, Dallas, Texas. Following the title of the song is the page on which it appears

in one of the five books listed on page 91. The letters following the page number identify the particular book. These identifying letters are repeated on page 91.

Hiking Song (Czecho-Slovakia)	page 29	U.F.S.
Tiritomba (Italian)	page 59	K.O.S.
The Rodeo Rider's Last Lament	page 60	U.F.S.
De Camptown Races (Foster)	page 48	L.S.
Troika (Russia)	page 126	U.F.S.
The Forge (Brahms)	page 27	S.T.
Speed, My Reindeers (Iceland)	page 140	U.F.S.
To Thee Forever (Hawaiian Canoe Song)	page 30	U.F.S.
The Fisherman (Italy)	page 68	U.F.S.
Row, Row Your Boat	page 34	E.S.
The Erie Canal (American)	page 10	L.S.
Holtoyo!	page 143	U.F.S.
Rio Grande	page 100	U.F.S.
Steamboat Bill	page 108	E.S.
Sho' Nough Steamboats (American)	page 98	U.F.S.
Same Train (American Negro)	page 93	U.F.S.
Git On Board, Little Children	page 34	K.O.S.

UNIT VIII—PART 1

A. PREPARATORY BOOK PAGES 81-82

(PREPARATION FOR PAGES 313-326 OF "LET'S LOOK AROUND")

Pages 81-82

Objectives

These pages contain material to be used to test the speed and accuracy of the pupils' reading. Further practice in the use of the dictionary is given and advance experience is provided with words which will occur in coming Reader selections.

Procedure with Preparatory Books

The tests are to be administered in the usual way (see Manual pages 92-94). The exercise "Definitions of Words" on page 82 may be worked out independently by the pupils.

Procedure without Preparatory Books

The teacher may select from a book available to all the pupils a passage comparable in length and difficulty to the article on page 81. The pupils may read this and record time of reading in the manner suggested for classes with Preparatory Books. The teacher may put on the blackboard comprehension questions similar in character to those on Preparatory Book page 82 and the pupils may write the answers to these on paper. The exercise "Definitions of Words" may be put on the blackboard.

Follow-up

Answers to the comprehension questions on Preparatory Book page 82 are:

1. Daedalus and Icarus.
2. They flew.
3. Daedalus.
4. With wings.
5. France.
6. Hot air is lighter than cold air.
7. Coal gas.
8. They could not be steered.
9. France and Germany.
10. An airplane.

After checking their answers to the comprehension questions (or, in the case of classes without Preparatory Books, similar questions based on material read), the pupils should record their score on the appropriate blank (Preparatory Book page 91).

During the correction of the answers to "Definitions of Words" the pupils should pronounce each of the words orally. They may also separate each word into syllables either orally or by drawing lines between the syllables. If it seems desirable, they may compose original sentences using the words.

The article on page 81 may be reread orally and discussed by the group. In classes without Preparatory Books pupils may take turns reading the article aloud from the teacher's copy. The pupils who are

to do this oral reading should read the article silently and clear up any difficulties which may arise before they read to the class.

The pupils may be interested in starting a collection of aircraft pictures, both old and modern, and adding to it as they continue the reading of this unit.

B. "LET'S LOOK AROUND," PAGES 313-326

Pages 313-314

The pupils may read the unit title and examine the picture on page 314.

Pages 315-316

Objectives

This poem introduces one phase of the topic to be considered throughout the unit. It will be enjoyed for its rhythm, its pictorial quality, and its reference to olden times.

Preparation

Preparatory Book pages 81-82 (or the alternate exercises) have given advance experience with some of the more difficult words.

Before the children begin the reading of the poem, the teacher may ask pupils who know something about horses to tell the class about their experiences. She may mention the fact that the horseshoe is often considered a symbol of good luck.

Reading

The pupils may read the poem silently for enjoyment. Later, some of the better readers may read the poem aloud to the class.

Follow-up

Those who wish to should be encouraged to memorize the poem.

The pupils should be encouraged to find and read to the class other pleasant poems.

The teacher may tell the class that the towns mentioned in the poem are in Massachusetts and she may help the children to find these places on a map.

Pages 317-324**Objectives**

This selection is designed to help the children understand events which have led up to present-day methods of transportation and to give practice in reading material of an informative character. Training in organizing material and suggestions for locating and utilizing related information are given in the exercises which follow the selection.

Preparation

Preparatory Book pages 81-82 (or equivalent exercises) have provided preparation for the content and vocabulary of this selection.

Before beginning to read the selection, the pupils may tell about the means of transportation which they have utilized and may recall any information they possess about old-time travel. As far as possible introductory discussion should be related to present and past transportation facilities in the locality in which the children live.

Reading

The pupils may read the selection silently and proceed at once to make a summary as directed on pages 323-324. The directions to read aloud the key sentences to the class provide an oral reading situation.

Follow-up

The key sentences to be found are:

5. How would you travel if you were an old Roman?
6. It is hard to believe now, but there would be only these four ways — to walk, to ride on a horse, to ride in an animal-drawn wagon, or to go in a sailboat or rowboat.
7. Well let's suppose you were living in Washington's time and wanted to go on a journey.
8. It is hard to believe now, but there would be only these four ways — to walk, to ride on a horse, to ride in an animal-drawn wagon, or to go in a sailboat or rowboat.
9. In all the years from Julius Caesar's time to George Washington's, people hadn't found any really new ways of traveling.

10. But think what has happened in the last one hundred and fifty years.
11. All the quickest ways of traveling have been developed.
12. Today, if you want to go on a journey — perhaps from New York to San Francisco — there are several rapid ways to choose from.
13. Along the way, no matter how you travel, you can sleep in good beds, and have good food and good care.
14. Yet travelers were going from the Mississippi River to California only seventy-five years ago.
15. We owe a great deal to the men who invented the steamboat, the locomotive, the automobile, and the airplane.

The pupils should be encouraged to find and read related material such as that suggested on page 323. Pupils who find interesting information should be encouraged to share it with the class through reports or oral reading.

“Things to Do” (page 324) may be read aloud and discussed by the group. Plans may be made to carry out the activities suggested or others of the pupils’ own choice. Specific phases of the work may be assigned to individuals or committees.

Pages 325-326

Preparation

Preparatory Book pages 81-82 (or equivalent exercises) have given preparation for this selection.

Reading

The pupils may read the poem silently. Later, it may be used for choral reading as suggested in the introductory note.

Follow-up

The pupils may continue the oral reading of poetry begun in connection with the poem on pages 315-316. Those who are interested in trains may read about them silently and share the most interesting material with the other members of the class through reports or oral reading.

UNIT VIII — PART 2

A. PREPARATORY BOOK PAGES 83-85

(PREPARATION FOR PAGES 327-339 OF "LET'S LOOK AROUND")

Page 83

Objectives

The exercises on this page are designed to extend the pupils' skill in word analysis. Attention is directed toward the phonograms *ac*, *ad*, *ness*, *less*, *ble*, *ea*, *oa*, and *com*. These phonograms are of frequent occurrence in the vocabulary of the fourth-year materials and in general reading.

Procedure with Preparatory Books

The pupils may do the exercises independently.

Procedure without Preparatory Books

The teacher may reproduce the exercises on the blackboard and have the pupils do them on paper. These children, as well as those who have Preparatory Books, should be urged to attempt to pronounce each of the words, making use of the phonetic clues given in the exercises and the techniques of syllabication with which they have become familiar in earlier work.

Follow-up

The arrangement of words in the first exercise should be:

<i>ble</i>	<i>ac</i>	<i>ad</i>	<i>less</i>	<i>ness</i>
movable	accent	admire	hopeless	highness
possible	accelerator	adopted	measureless	illness
dirigible	accurate	adventure	careless	business
stable	accident			sickness
stumble	accented			
reliable	acquainted			
rumble				
double				

During the correction of this page the pupils should pronounce each of the words orally. They may observe the syllabication of each word and its striking features of form or sound.

If it seems desirable, the teacher may prepare additional incomplete sentences and the pupils may choose from the lists on this page a word to complete each sentence. The following are suggestive:

1. The man could not find his way out of the woods, because he had lost his _____. (compass)
2. An _____ took place when the truck hit the car. (accident)
3. When you go downstairs, be careful not to _____. (stumble)
4. The _____ was a long streamlined car. (roadster)
5. The truck carried a heavy _____. (load)

Page 84

Objectives

The exercises on this page are designed to give the pupils an opportunity to demonstrate the relation of practical experience and reading. It is designed also to familiarize them with vocabulary and ideas which are required for the next Reader selection.

Procedure with Preparatory Books

Classes may read the page silently and carry out the directions independently. With some inexperienced or slow groups it may be desirable to have oral reading and discussion following the silent reading and preceding the execution of the directions.

Procedure without Preparatory Books

For classes without Preparatory Books, the teacher may provide a large, preferably colored, picture of an automobile. A suitable picture can easily be found in the advertising pages of current magazines. Using this picture, the pupils may point out the various parts of the car. The teacher should guide the discussion so as to include all the terms used on Preparatory Book page 84. As each part of the car is named, the teacher may write the name on the board. Each name

should be numbered. At the conclusion of the discussion the pupils should reread the blackboard list several times. Later, each pupil may draw a picture of an automobile and number each part to correspond with the numbered list on the blackboard.

Follow-up

Pupils with Preparatory Books may check their work by comparing it with a key page prepared by the teacher or by an exchange of books among the members of the class.

Pupils without Preparatory Books may exchange pictures for checking with the blackboard list.

Discussion about automobiles may follow the completion of the exercises.

Page 85

Objectives

The first half of this page provides incentives for skimming through "The Timid Truck." The second half of the page gives advance experience with ideas and vocabulary which are needed for the coming Reader selection and further training in the use of the dictionary.

Procedure with Preparatory Books

If it seems desirable, the work on this page may be taken in two different periods. The correction and discussion of the first part may be completed before the pupils begin work on the second part. Classes with Preparatory Books may read the page silently and carry out the directions.

Procedure without Preparatory Books

The teacher may put each of the exercises on the blackboard and have the pupils work them out on paper.

Follow-up

The answers to the first exercise are:

1. horn
2. accelerator or horn

3. page 330
4. wheels or engine
5. bumper, page 331; gears, page 331; engine, pages 330, 331, 333; hood, page 331; crank-shaft, page 331.
6. to a garage (page 333)
7. "Keep to the right." (page 335)

The following is the order in which words are to be written in the blanks of the second exercise on this page:

aviator	controls
cockpit	hangar
plane	pivoting
explode	startling
ailerons	altimeter
contact	circular

During the correction of the skimming exercise the pupils may read aloud passages from the story which verify their answers.

The correction of the second exercise should provide opportunities for oral pronunciation of the words listed. The pupils should be encouraged to syllabify each of the words, to notice little words in the big words, and to point out familiar phonetic elements.

B. "LET'S LOOK AROUND," PAGES 327-339

Pages 327-337

Objectives

This selection gives useful knowledge through the medium of an amusing narrative. It is intended to be read both for enjoyment and for information.

Preparation

Preparatory Book pages 83-84 (or equivalent exercises) have given advance experience with the more difficult concepts and vocabulary of this story.

Reading

The pupils may read the story silently. As the story is both amusing and easy, it may be read orally immediately after the silent reading.

Follow-up

Opportunity should be provided for free reading from the books suggested on pages 336-367 or other suitable ones. The making of the safety rules suggested in "Safety First," page 337, may be carried out during a discussion period. Although the formulation of the rules may be co-operative, no uniformity of choice or expression should be required from individual pupils. The writing and illustration of the rules may be done independently at the conclusion of the group work.

Each pupil should have an individual opportunity for the pronunciation exercise suggested in "Things To Do" (page 337).

The alphabetic arrangement of the words in "Things To Do" (page 337) is:

across	just
asked	kept
can	next
catch	once
different	rather
engine	several
every	stupid
garage	such
get	was
going	when

The teacher should note that the first exercise on Preparatory Book page 85 constitutes further follow-up work on this selection.

Pages 338-339**Objectives**

In reading this poem, the pupil is helped to hear the rhythm and understand its effect, and to observe the pictorial character of the vocabulary.

Preparation

Preparatory Book pages 83-84 (or equivalent exercises) have given advance experience with the vocabulary of this selection.

Before the pupils begin the reading of the poem, they may read aloud and discuss the introductory note.

Reading

After the poem has been read silently, it may be read aloud in concert. In the oral reading the pupils should be helped to adapt tone and expression to the content of the poem.

Follow-up

The pupils may discuss the poem in relation to the introductory note. They may read aloud portions which seem to them to convey particularly the "feeling of going very fast." They may point out some of the color words to which their attention was drawn in the introductory note. The teacher should take care that this work is not carried to an extent which would spoil the impression of the poem as a whole.

The pupils should be given an opportunity to read aloud the poems which they wish to share with their classmates.

UNIT VIII—PART 3**A. PREPARATORY BOOK PAGES 86-87**

(PREPARATION FOR PAGES 340-363 IN "LET'S LOOK AROUND")

Pages 86-87**Objectives**

Advance motives are set up for reading and the pupil is lead to read carefully in order to answer the questions proposed. Other exercises provide incentives for skimming in order to answer questions. Taken together the exercises on these pages supply motives for reading the selection several times for various purposes.

The teacher should note that the exercises on these pages are not to be done consecutively but in sections corresponding to the subdivisions of the story "Playing Airplane."

Procedure with Preparatory Books

The pupils should have both the Preparatory Book and the Reader at hand. They should read each exercise silently and carry out the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the text of the Preparatory Book pages. All the blackboard material need not be made available at one time since the pages are made up of several exercises each one of which corresponds to a specified section of the story, "Playing Airplane."

Follow-up

The pupils' answers to the questions will vary in expression, but the content which may be expected is approximately as follows:

I. After Part 1 of the story

1. The place where the pilot sits.
2. To steer the plane.
3. Nailed to a long plank running lengthways along the floor of the cockpit.
4. At your left hand.

II. After page 343

1. On the front part of the plane.
2. A big fan.
3. A motor.
4. A round blur.
5. The plane comes down.
6. Gas throttle, ignition switch, motor, wheels.
7. Wings, a propeller, a rudder-bar.

III. After Part 2 of the story

1. Stick and rudder-bar.
2. Raising one wing.
3. Turning with the wings level.
4. Movable flaps at the ends of the wings.
5. The left wing goes down and the right wing up.
6. It makes the plane go up.
7. It keeps the plane from rising too soon.
8. When the engine is ready to fire.

IV. After Part 3 of the story

1. A cloud.
2. Solid.
3. We opened the throttle and held the stick back firmly.
4. 5,000 feet
5. The picture should resemble a speedometer dial. Features which the map may include are a flying field with hangar, a church nearby, a college athletic field, two rivers, many tiny ponds, a forest, farm country, roads, railroads, towns, open country.

V. After Parts 4 and 5 of the story

1. Pages 352-353.
2. The pilot is told to keep his eyes on the dashboard.
3. The plane dives toward the ground.
4. Stalling.
5. Push the stick forward with your right hand. Shut the throttle off with your left hand.
6. Page 359.
7. Yes. (When the plane dives fast.) Page 360.
8. Into the wind.

In most cases it will be desirable to have the pupils read their answers aloud and discuss them. In cases of error or disagreement they may reread pertinent passages from the Reader selection. Oral reading and discussion may take place at the time each section of the exercises is completed or, if the teacher prefers, it may be deferred until all the work on these two pages is completed.

B. "LET'S LOOK AROUND," PAGES 340-363

Pages 340-363**Objectives**

The work with this selection will extend the pupils' skill in reading informative materials. The accompanying exercises (pages 361-363) give practice in making an index and suggest various related activities such as making a play airplane and collecting material for a scrap-book about flying and fliers.

Preparation

Preparatory Book page 85 gives advance experience with some of the words which might prove difficult. Preparatory Book pages 86-87 give advance motives for reading the selection.

The interest in various means of transportation which has already been roused by the earlier selection in this unit may be directed by means of discussion towards airplanes in particular. The vocabulary exercise on Preparatory Book page 85 may serve as a starting point for the discussion of aviation.

Reading

At the time they begin to read this selection the pupils should have at hand both their Preparatory Books and their Readers. The instructions on Preparatory Book pages 86-87 will guide the reading. The teacher should note that these Preparatory Book pages provide motives and questions for each section of the story. It is important that the pupils follow the sequence of reading and exercises given on these Preparatory Book pages.

Most, if not all, of the reading of this selection should be silent. The correction of the Preparatory Book pages will supply as much oral reading as most classes can profitably undertake.

Follow-up

The Preparatory Book exercises provide for much rereading and discussion. The exercise "An Index" (pages 362-363) furnishes a large amount of vocabulary review.

The page references to be included in the index (page 363) are as follows:

- ailerons — 345, 346
- altimeter — 351, 360
- bank — 344, 348, 359
- cockpit — 340
- controls — 345, 347
- crankshaft — 344
- hangar — 346, 361
- ignition switch — 341, 342, 344, 346, 360
- motor — 343, 344, 346, 347, 349, 354, 356, 358, 360
- nose — 343, 352, 355, 356, 357
- nose dive — 356, 357
- pistons — 344
- pivoting — 348
- propellers — 342, 343, 344, 346, 347, 355, 360
- rudder-bar — 341, 344, 345, 346, 348, 355, 356
- stalling — 353, 356
- stick — 341, 342, 344, 345, 346, 347, 348, 349, 350, 352, 355, 356, 357, 358, 361
- tail spin — 356
- throttle — 341, 342, 344, 347, 350, 356, 357, 358, 360
- wings — 343, 345, 347, 348, 355, 356, 357, 359, 361

The pupils should be encouraged to read some of the related books suggested on pages 361-362. Selections which individual pupils have enjoyed may be read aloud to the class. Each pupil should enter his supplementary reading on the Preparatory Book chart (page 96) or a similar homemade chart.

The making of a scrapbook suggested on page 363 provides opportunities for co-operative planning and for much individual as well as group work.

UNIT VIII—PART 4

A. PREPARATORY BOOK PAGE 88

(PREPARATION FOR PAGES 364-376 OF "LET'S LOOK AROUND")

Page 88**Objectives**

Further work with maps is given on this page. The pupils should not only become more skillful in interpreting maps but should grow in ability to use maps in relation to reading material. The exercises on the right-hand half of this page are designed to develop more accurate understanding of word meanings.

Procedure with Preparatory Books

The pupils may read the exercises silently and work them out independently. If geography books are not available, the pupils may find the necessary information on a wall map.

Procedure without Preparatory Books

The pupils may take turns reading from the teacher's copy of the Preparatory Book the material on the left-hand half of this page. The class should have at hand the outline maps used in connection with Preparatory Book page 88. On these outline maps they may carry out the instructions read from the Preparatory Book.

For the second exercise the teacher may reproduce on the blackboard the text of the Preparatory Book exercises. In the directions she may change "Draw a line under" to "Copy." The pupils may then work out the exercises on paper.

Follow-up

For correction of the map work pupils may exchange Preparatory Books (or individual maps) and check one another's work.

The second exercise may be corrected by any one of the methods described on Manual pages 54-55.

There should be ample opportunity for oral discussion suggested by the work of this page. Pupils should be encouraged to contribute to these discussions from their personal experience or their reading.

The words to be underlined in the second exercise are as follows:

was smashed

like a large umbrella

(in aviation) to keep them in order and make inspections

Its wheels sank into the deep mud on the flying field.

B. "LET'S LOOK AROUND," PAGES 364-376

Pages 364-376

Objectives

This selection will appeal strongly to the children's admiration for courage and skill, and increase interest in methods of transportation. The exercise "Can You Tell?" (pages 375-376) provides training in selecting factual information from narrative content and in drawing from material read inferences which are not explicitly stated in the selection. "Things To Do" encourages the collection of material related to the main topic and provides training in the use of an encyclopedia.

Preparation

Preparatory Book page 88 gives background information and advance experience with vocabulary for this selection.

The preceding readings and discussions about flying and fliers will lead naturally into the reading of this selection.

Reading

The pupils may skim through the selection to locate any words that seem likely to give difficulty. They may then read the story aloud. Various pupils should take turns in reading, and while one pupil is reading, other pupils should keep their books closed in order to give full attention to the person who is reading.

Immediately after the reading the pupils should do the exercise on page 375.

Follow-up

The following statements approximate those which the pupils

may be expected to make in response to the questions on pages 375-376:

1. A large flying field on Long Island.
2. A prize of \$25,000 offered by Mr. Orteig to the first person who would fly without stopping from New York to Paris or from Paris to New York.
3. Doing tricks with a plane.
4. Because some people in St. Louis had helped Lindbergh to buy the plane.
5. A folding umbrella-like contrivance with which a person can float safely to the ground through the air.
6. The weather was bad; the wheels sank in the wet ground because the plane was so heavily loaded.
7. Mail fliers have to fly at night and in all sorts of weather.
8. The runway was wet and the plane was heavily loaded with gas.
9. Answers will vary.
10. Because less was known about planes and flying conditions then than now.

The answers to the questions about an encyclopedia in "Things To Do" are:

parachute — VII
United States — IX
Lindbergh — V
Paris — VII
airplane — I
France — III
Zuider Zee — X
New Hampshire — VI
Thanksgiving — VIII
Detroit — II
California — II
Iroquois — V
horses — IV
Para — VII
Mayflower — VI

The pupils may read aloud and discuss their answers to "Can You Tell?" In cases of disagreement they may refer back to the story. In giving answers which are based upon personal opinion rather than the content of the story they should state reasons for thinking as they do.

Pupils who collect pictures and other materials relating to famous fliers as suggested in "Things To Do" should be given an opportunity to present and explain their contributions to the class. When such materials are suitable, they may first be displayed on the bulletin board and later added to the scrapbook which was begun in response to the suggestion on page 363 of *Let's Look Around*.

If an encyclopedia is accessible to the children in the classroom or a library, they may wish to look up in their own reference books the topics listed in the encyclopedia exercise of "Things To Do" (page 376).

UNIT VIII—PART 5

A. PREPARATORY BOOK PAGE 89

(PREPARATION FOR PAGES 377-389 IN "LET'S LOOK AROUND")

Page 89

Objectives

This page will familiarize the pupils with the correct method of addressing envelopes. The instructions provide further practice in reading directions.

Procedure with Preparatory Books

The pupils may read the page silently and carry out the directions. If it seems desirable, pupils may be permitted to practice the writing of addresses on the blackboard or on scratch paper before they do the work on the Preparatory Book page itself.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the three paragraphs

from Preparatory Book page 89, making the necessary minor changes in their text. The pupils may carry out the directions on paper.

Follow-up

The pupils may compare their work with a blackboard key prepared by the teacher or they may exchange books or papers and check one another's work.

The exercises on this page may well lead into further work in letter writing.

B. "LET'S LOOK AROUND," PAGES 377-389

Page 377

Objectives

This page provides further opportunity to read poetry for pleasure. It acquaints the pupils with another form of aircraft — the dirigible.

Preparation

Preparatory Book page 89 precedes the reading of this selection. The teacher may put the word *dirigible* on the blackboard and assist the pupils to pronounce it. The teacher or one of the pupils may tell the meaning of the word *dirigible* (capable of being steered or directed). The pupils may look back at Preparatory Book page 81 and contrast dirigibles with the early free balloons which are described there.

Reading

The pupils may read the poem silently. Later, those who wish to may read it aloud or memorize it.

Follow-up

Some of the pupils may enjoy making imaginative pictures based upon the poem.

Pages 378-384

Objectives

This selection gives the children an opportunity to read about a specialized aspect of aviation. Although it is written in narrative form, it contains much factual information.

Preparation

The pupils should complete Preparatory Book page 89 before beginning to read this selection.

Introduction

Before beginning the reading, the children may discuss sky-writing and formulate questions about points they would like to know in regard to it.

Reading

The pupils may read the selection through silently in order to find answers to their own questions and to understand the content. They may then prepare answers to the exercise "Questions" on page 384.

Follow-up

The eight questions which the Fourth Grade asked of the sky-writer were:

1. Who first did sky-writing?
2. Do you use an ordinary plane?
3. How does the smoke make the letters?
4. How high did you fly?
5. How big were the letters?
6. How do you know what to write?
7. What do you do if you make a mistake?
8. How did you learn to do sky-writing?

The pupils may give the answers to these questions either orally or in writing, as the teacher prefers. If they are given in writing, they should later be read and discussed by the group.

The pupils may also reread their own questions, tell whether they were answered by the story, and read aloud passages in which the desired information was found.

Children should be encouraged to read other books about aviation, particularly those suggested on page 384. Titles of books read and comments about them should be entered on the charts on Preparatory Book page 96.

The program suggested in "Things to Do," page 384, provides an interesting culmination to the work of this unit.

Pages 385-386

Reading

The pupils may read this poem silently and later some of the good readers may read it aloud. Other poems may be read to the class by the teacher or pupils.

Pages 387-389

Objectives

These pages are designed to afford a review of the selections in *Let's Look Around* and of the reading skills developed in the Fourth Grade course.

Reading

The pupils may first read the pages silently and decide upon the answers to the questions.

Follow-up

The game described on page 387 may be played. When a question is missed, a note may be made of it, and at the conclusion of the game the pupils may look up the correct answer.

C. PREPARATORY BOOK PAGE 90

Page 90

Objectives

These exercises provide a test of recall of the stories in *Let's Look Around* and incentives for rereading selections which are not accurately remembered.

Procedure with Preparatory Books

The pupils may read the exercises silently and carry out the directions.

Procedure without Preparatory Books

The teacher may reproduce on the blackboard the exercises of the Preparatory Book page. The pupils may write their answers on paper.

Follow-up

Answers to the questions may be read aloud and discussed. Each of the quoted passages may be looked up in *Let's Look Around* and read to the class.

The guessing game suggested at the end of this page will provide further recall and review of the Reader.

The names of characters and stories required on page 90 are:

The Captain — "The Cat and Susannah"

Obediah Jones — "Adventures of the Woodlawns"

Juggins — "The Surprise"

Dr. Dolittle — "Dr. Dolittle and the Pirates"

The Princess — "The Golden Goose"

Inger Johanne — "A Molasses-Cake Story"

Preparatory Book Pages 91-96**INSTRUCTIONS FOR TESTS AND RECORDS****Pages 91-92****Objectives**

These pages provide a form for recording results of the speed and accuracy tests which are given at intervals throughout the Preparatory Books and instructions for computing and entering scores. The pages are first read upon the completion of Preparatory Book pages 1-2 and are used in connection with each of the succeeding tests.

Procedure with Preparatory Books

The pupils may read these pages silently, then orally; then discuss what they have read until they fully understand the instructions. These pages should be reread silently each time a speed and accuracy test is taken.

Procedure without Preparatory Books

The pupils prepare under the teacher's direction individual charts similar to that on page 91. These charts should be preserved throughout the work with the fourth-grade course.

The pupils may take turns reading aloud Preparatory Book page 92 from the teacher's copy of the Preparatory Book. Ample discussion should accompany and follow the reading in order that all pupils may clearly understand the directions.

Pages 93-94**Objectives**

These pages provide an explanation of graphs and a blank on which each pupil is to make his own graph of speed in reading.

Procedure with Preparatory Books

The pupils may first read these pages silently, then aloud, with a discussion to follow of what they have read. The teacher should supervise the early work with the graph on page 94 and continue her supervision as long as may be necessary.

Procedure without Preparatory Books

Each child should be supplied with a piece of graph paper. The teacher may reproduce on the blackboard James White's reading curve (page 93). The pupils may take turns reading aloud from the teacher's copy of the Preparatory Book the information and instructions on pages 93-94. After taking each of the tests, the pupils should enter their marks on their individual graphs.

Follow-up

The pupils should be encouraged to note their own improvement in speed as shown by the graph. Making and studying a record of one's own achievement is an effective way of increasing speed in reading.

Pages 95-96**Objectives**

These pages encourage the pupils to read widely in books related to the topics of the units in *Let's Look Around*. A blank is provided on which they are to record titles of books which they have read and comment upon them. With most groups it will be desirable to read these pages at the time when the first unit is completed. The pupils' attention should be called to the chart at the end of each of the subsequent units.

Procedure with Preparatory Books

The pupils may read page 95 first silently and then orally. The teacher should give any assistance the pupils need in making their reading list.

Procedure without Preparatory Books

The pupils may prepare under the teacher's supervision individual charts similar to that on page 96. Pupils may take turns reading aloud page 95 from the teacher's copy of the Preparatory Book. The class may discuss this article and work out the directions with their homemade charts.

Follow-up

From time to time the teacher should inspect the pupils' charts. Provision should be made for exchange of information among the pupils regarding books that have been enjoyed.

APPENDIX I

REFERENCES FOR THE TEACHER

The following books will be helpful to the teacher in carrying on the reading program of the fourth grade. The list is suggestive rather than comprehensive. Many excellent titles might be added. References related to the topics of the various units of the reading course are listed in connection with the plans for those units.

A. BOOKS ON THE TEACHING OF READING

- Betts, E. A. *Prevention and Correction of Reading Difficulties.* Row, Peterson. 1936.
- Booker, I. A. *Better Reading Instruction,* N.E.A. Research Bulletin 13: No. 5, N.E.A., Washington, D.C.
- Dolch, E. W. *Psychology and Teaching of Reading.* Ginn. 1931.
- Dolch, E. W. *Reading and Word Meanings.* Ginn. 1927.
- Durrell, D. D. *Improvement of Basic Reading Abilities.* World Book Company, 1940.
- Gates, A. I. *Interest and Ability in Reading.* Macmillan. 1930.
- Gates, A. I. *Improvement of Reading* (revised edition). Macmillan. 1935.
- Gray, W. S. & Holmes, E. *Development of Meaning Vocabularies in Reading.* An experimental study. Chicago University Laboratory Schools Publications. 1938.
- Hildreth, G. *Learning the Three R's.* Educational Publishers. 1936.
- Huber, M. B. (Ed.). *Story and Verse for Children.* Macmillan, 1940.
- Huber, Bruner & Curry. *Children's Interests in Poetry.* Rand, McNally. 1927.
- McKee, P. *Language in the Elementary School.* Houghton Mifflin. 1934.
- McKee, P. *Reading and Literature in the Elementary School.* Houghton Mifflin. 1934.
- Monroe, M., Backus, B. and others. *Remedial Reading.* Houghton Mifflin. 1937.
- N.E.A. Department of Elementary School Principals. "Newer Practices in Reading in the Elementary School." *Seventeenth Yearbook of the National Elementary Principal.* July, 1938. Vol. XVII. No. 7. N.E.A. Washington, D.C.

- National Society for the Study of Education. *Reading: A Second Report.* 36th Yearbook of the National Society for the Study of Education. Vol. 36. Part I. Public School Publishing Company, Bloomington, Illinois. 1938.
- Ramsey, E. (ed.) *Reading for Fun for Boys and Girls in the Elementary School.* Chicago National Council of Teachers of English. 1937.
- Russell, D. H., Karp, E. E. and Kelley, E. I. *Reading Aids Through the Grades: 225 Remedial Reading Activities.* Bureau of Publications, Teachers College, Columbia University, New York. 1938.
- Smith, E. S. *History of Children's Literature.* American Library Association. 1937.
- Smith, Nila B. *American Reading Instruction: Its Development and Significance.* Silver Burdett. 1934.
- Stone, C. R. *Better Advanced Reading.* Webster Publishing Company. 1937.
- Wilkinson, H. S., and Brown, B. D. *Improving Your Reading.* Noble. 1938.
- Yoakam, G. A. *The Improvement of the Assignment.* Macmillan. 1938.
- Yoakam, G. A. *Reading and Study.* Macmillan. 1928.

B. REPORTS DEALING WITH BOOKS AND OTHER MATERIALS FOR SUPPLEMENTARY READING

- Bamberger and Broening. *A Guide to Children's Literature.* Johns Hopkins Press.
- Beust, Nora (compiler). *Graded List of Books for Children.* American Library Association. 1936.
- Budd, Ruth (ed.) *Science Books for Elementary School.* H. W. Wilson Company. 1937.
- California Library Association. *Choosing the Right Book.* A list for teachers and librarians to use with retarded readers. California Library Association. 1938.
- Colburn, Evangeline. *A Library for the Immediate Grades.* University of Chicago Press. 1930.
- Committee of the N.E.A. and National Council of Teachers of English. *Graded List of Books for Children.* American Library Association. 1936.

- Enoch Pratt Free Library
Lists. *Read for Fun.* Enoch Pratt Free Library. Baltimore, Maryland.
- Frank, Josette. *What Books for Children.* Doubleday Doran. 1937.
- Hunt, C. W., and others
(compilers). *Bookshelf for Boys and Girls.* R. R. Bowker Company. New York. 1932.
- Johnson, E., and Scott, C. C. *Anthology of Children's Literature.* Houghton Mifflin Co. 1935.
- Lathrop, E. A. (compiler). *Aids in Book Selection for Elementary School Libraries.* Pamphlet No. 65, U. S. Government Printing Office. Washington, D. C., 1935.
- Moore, A. E. *Literature Old and New for Children.* Houghton Mifflin. 1934.
- Morse, M. L. *Selected List of Ten-Cent Books.* Ass'n for Childhood Education, 1201 Sixteenth St., N.W. Washington, D. C.
- National Council of Teachers
of English. *Leisure Reading for Grades Seven, Eight and Nine.* Chicago: National Council of Teachers of English. 1938.
- Teachers College Remedial
Reading Clinic. *List of Books Used in the Teachers College Remedial Reading Clinic,* N. Y.
- Terman, L. M., and Lima, H. *Children's Reading.* Appleton, 1926.
- Washburne and Vogel. *What Children Like to Read.* Winnetka Graded Book List. Rand McNally. 1936.
- Wilkinson, Weedon and
Washburne. *The Right Book for the Right Child.* John Day. 1933. Supplement, 1935.

APPENDIX II

ADDITIONAL BOOKS FOR SUPPLEMENTARY OR LEISURE READING

In the following list, the easiest books — those of second- or third-grade difficulty — are marked (a); those of average fourth-grade difficulty are marked (b); those somewhat more difficult are marked (c).

Any good modern reader suited to the grade may well be added to the list given here.

The present list does not include books already recommended for reading in connection with the major topics of the eight units of *Let's Look Around*. Titles already listed may be found on the pages indicated below:

<i>Friends in Feathers and Fur</i>	87-89
<i>Boys and Girls in Old-Time Schools</i> (also other stories of the pioneer periods)	123-124
<i>Boys and Girls of Today</i>	144-146
<i>Everyday Things</i> (ink, paper, soap, etc.)	165-166
<i>Just for Fun</i>	189-190
<i>Tales That Were Told</i> (folk tales and other fanciful stories)	212-214
<i>Boys and Girls in Other Lands</i>	231-232
<i>Hoofs, Wheels, and Wings</i> (transportation)	250-251

A list of suitable books of poetry is given on pages 285-287. Poems for use with each unit will be found listed in the Daily Lesson Plans.

AUTHOR	TITLE	PUBLISHER
Adams, Sherred W.	<i>Five Little Friends</i> (a).	Macmillan.
Alessios, Alison J.	<i>Round the Mulberry Hill</i> (b). — Child life on a farm.	Longmans.
Baker, Margaret and Mary.	<i>The Puppy Called Spinach</i> (a).	Dodd.
Bennett, Richard.	<i>Shawneen and the Gander</i> (b). Fanciful Irish tale.	Doubleday.
Beskow, Elsa.	<i>Aunt Green, Aunt Brown and Aunt Lavendar</i> (a). A story of Sweden.	Harper
Bianco, Margery.	<i>All about Pets</i> (c). How to care for pets.	Macmillan.

AUTHOR	TITLE	PUBLISHER
Brock, Emma.	<i>Beppo</i> (b). A little boy of Italy.	Albert Whitman.
Burgess, Thornton W.	<i>Burgess Seashore Book for Children</i> (b-c).	Little.
Charters, Smiley, and Strang.	<i>Good Habits</i> (a). A health book.	Macmillan.
Charters, Smiley, and Strang.	<i>Living Healthfully</i> (b). A health book.	Macmillan.
Clark, Margery.	<i>The Poppy Seed Cakes</i> (a). Simple, amusing adventures of a little Russian boy.	Doubleday.
Coatsworth, Elizabeth.	<i>The Littlest House</i> (c). American children of today.	Macmillan.
Credle, Ellis.	<i>Pepe and the Parrot</i> (a). In Mexico.	Nelson.
Dalgliesh, Alice.	<i>America Begins</i> (b).	Scribner.
Dalgliesh, Alice.	<i>America Builds Homes</i> (b). About first settlers.	Scribner.
Davis, Mary G.	<i>The Handsome Donkey</i> (b). An Italian donkey.	Harcourt.
De Leeuw, Adele L.	<i>Anim Runs Away</i> (a). In Java.	Macmillan.
Dopp, Katharine E.	<i>The Early Cave-Men</i> (b).	Rand.
Duplaix, Georges (tr).	<i>Fluff: The Little Wild Rabbit</i> (a).	Harper.
Eastman, Charles A. and Elaine.	<i>Wigwam Evenings</i> (b-c). Also called <i>Smoky Days</i> — a collection of Sioux legends.	Little.
Fellows, Muriel H.	<i>Land of Little Rain</i> (b). Story of Hopi Indian children.	Winston.
Ghosh, Sarath K.	<i>The Wonders of the Jungle</i> (b-c).	Heath.
Hogan, Inez.	<i>Little Black and White Lamb</i> (a).	Macrae.
Hungerford, Florence.	<i>Dandie</i> (a). About a yellow cat.	Rand.
Jacobs, Joseph.	<i>Aesop's Fables</i> (b-c).	Macmillan.
Johnston, E. L. and Barnum, M. D.	<i>A Book of Plays for Little Actors</i> (b). Holiday plays.	Am. Bk.
Lattimore, Eleanor F.	<i>Seven Crowns</i> (b). About a little Danish girl.	Harcourt.
Leaf, Munro.	<i>Wee Gillis</i> (b). About a small boy in Scotland.	Viking.

AUTHOR	TITLE	PUBLISHER
Lindman, Maj Jan.	<i>Snipp, Snapp, Snurr, and the Big Surprise</i> (a). Three funny little boys in Sweden.	Albert Whitman.
Lindman, Maj Jan.	<i>Snipp, Snapp, Snurr, and the Buttered Bread</i> (a).	Albert Whitman.
Lindman, Maj Jan.	<i>Snipp, Snapp, Snurr, and the Red Shoes</i> (a).	Albert Whitman.
Lindman, Maj Jan.	<i>Snipp, Snapp, Snurr, and the Yellow Sled</i> (a).	Albert Whitman.
Meigs, Cornelia.	<i>Helga and the White Peacock</i> (b-c). A play.	Macmillan.
Moon, Grace.	<i>Chi-Wee</i> (b). A Pueblo Indian girl.	Doubleday.
O'Hara, Elizabeth F.	<i>From Hunters to Herdsmen</i> (b).	Macmillan.
O'Hara, Elizabeth F.	<i>Taming the Wild Grasses</i> (b). Two books about prehistoric times.	Macmillan.
Olcott, Virginia.	<i>Erik and Britta: Children of Flowery Sweden</i> (b-c).	Silver.
Olcott, Virginia.	<i>Olaf and Ane: Children of the Northland</i> (b-c).	Silver.
Patch, Edith M.	<i>Holiday Hill</i> (b-c). Well-written stories in the natural science field.	Macmillan.
Peters, Marjorie.	<i>Nancy Goes Places</i> (b). About a little girl who liked to make believe.	Macmillan.
Petersham, Maud and Miska.	<i>Get-a-Way and Hány János</i> (b). Adventures of some Hungarian toys.	Viking.
Raymond, Louise, (tr).	<i>The Little French Farm</i> (b).	Harper.
Read, H. S.	<i>An Airplane Ride</i> (b).	Scribner.
Robinson, Tom.	<i>Buttons</i> (a). An alley cat that became a gentleman.	Viking.
Smith, E. B.	<i>The Railroad Book</i> (b).	Houghton.
Sperry, Armstrong.	<i>Little Eagle, a Navaho Boy</i> (b).	Winston.
Tompkins, Jane.	<i>The Polar Bear Twins</i> (b).	Stokes.
Tousey, Sanford	<i>Jerry and the Pony Express</i> (b).	Doubleday.
Waddell, J. F. and Perry, Amy.	<i>Long Ago</i> (b). How people lived. From the time of the tree-dwellers till the time of the American pioneers.	Macmillan.
Waddell, Nemec, and Bush.	<i>Helpers</i> (a). About workers of various kinds.	Macmillan.
Wells, Rhea.	<i>Ali the Camel</i> (a). A story of Tunis.	Doubleday.

AUTHOR	TITLE	PUBLISHER
Wells, Rhea.	<i>Peppi the Duck</i> (a).	Doubleday.
White, Eliza Orne.	<i>When Abigail Was Seven</i> (b-c). A story of the 1820's.	Houghton.
Wiese, Kurt.	<i>Karoo the Kangaroo</i> (b).	Coward.
Wiese, Kurt.	<i>Wallie, the Walrus</i> (a).	Coward.

APPENDIX III

BOOKS OF POETRY SUITABLE FOR USE WITH FOURTH-GRADE CLASSES

The title of each poem suggested for use in relation to any one of the units of *Let's Look Around* (see Daily Lesson Plans) is followed by a number or numbers. These numbers tell in which of the following books the poem may be found. For example, if a poem is followed by the numbers 13 and 36, this means that it may be found in Rachel Field's *Branches Green* and in John E. Brewton's anthology, *Under the Tent of the Sky*.

I. COLLECTIONS

AUTHOR	TITLE	PUBLISHER
1. Aldis, Dorothy.	<i>Everything and Anything.</i>	Minton, Balch.
2. Allingham, William.	<i>Robin Redbreast and Other Verses.</i>	Macmillan.
3. Asquith, Herbert.	<i>Pillicock Hill.</i>	Macmillan.
4. Baruch, Dorothy W.	<i>I Like Machinery.</i>	Harper.
5. Bergengren, Ralph.	<i>Jane, Joseph and John.</i>	Little.
6. Chute, Mar- chette G.	<i>Rhymes about Ourselves.</i>	Macmillan.
7. Conkling, Hilda.	<i>Poems by a Little Girl.</i>	Stokes.
8. Conkling, Hilda.	<i>Silverhorn.</i>	Stokes.
9. De la Mare, Walter.	<i>Poems for Children.</i>	Holt.
10. Farjeon, Eleanor.	<i>Joan's Door.</i>	Stokes.
11. Farjeon, Eleanor.	<i>Over the Garden Wall.</i>	Stokes.
12. Field, Eugene.	<i>Poems of Childhood.</i>	Scribner.

AUTHOR	TITLE	PUBLISHER
13. Field, Rachel.	<i>Branches Green.</i>	Macmillan.
14. Field, Rachel.	<i>The Pointed People.</i>	Macmillan.
15. Field, Rachel.	<i>Taxis and Toadstools.</i>	Doubleday.
16. Fisher, Aileen.	<i>The Coffee-Pot Face.</i>	McBride.
17. Fisher, Aileen.	<i>Inside a Little House.</i>	McBride.
18. Francis, Joseph G.	<i>A Book of Cheerful Cats and Other Animated Animals.</i>	Appleton- Century.
19. Fyleman, Rose.	<i>Fairies and Chimneys.</i>	Doubleday.
20. Fyleman, Rose.	<i>Fifty-One New Nursery Rhymes.</i>	Doubleday.
21. McCord, David.	<i>The Crows.</i>	Scribner.
22. Miller, Mary Britton.	<i>Menagerie.</i>	Macmillan.
23. Milne, A. A.	<i>When We Were Very Young.</i>	Dutton.
24. Riley, James W.	<i>Rhymes of Childhood.</i>	Bobbs.
25. Roberts, Eliza- beth Madox.	<i>Under the Tree.</i>	Viking.
26. Rossetti, Chris- tina.	<i>Sing-Song.</i>	Macmillan.
27. Stevenson, Robert Louis.	<i>A Child's Garden of Verse.</i>	Macmillan.
28. Teasdale, Sara.	<i>Stars Tonight.</i>	Macmillan.
29. Tippet, James S.	<i>I Go a-Traveling.</i>	Harper.
30. Tippet, James S.	<i>I Live in a City.</i>	Harper.
31. Tippet, James S.	<i>I Spend the Summer.</i>	Harper.
32. Turner, Nancy Byrd.	<i>Magpie Lane.</i>	Harcourt.
33. Welles, Wini- fred.	<i>Skipping Along Alone.</i>	Macmillan.
34. Wynne, Annette.	<i>For Days and Days.</i>	Stokes.

II. ANTHOLOGIES

EDITOR	TITLE	PUBLISHER
35. Association for Childhood Education.	<i>Sung under the Silver Umbrella.</i>	Macmillan.

EDITOR	TITLE	PUBLISHER
36. Brewton, John E.	<i>Under the Tent of the Sky.</i>	Macmillan.
37. Harrington, Mildred P.	<i>Ring-a-Round.</i>	Macmillan.
38. Huber, Bruner, and Curry.	<i>The Poetry Books (IV).</i>	Rand.
39. Huffard, Carlisle, and Ferris.	<i>My Poetry Book.</i>	Winston.
40. Stevenson, Burton E.	<i>Home Book of Verse for Young Folks.</i>	Holt.
41. Teasdale, Sara.	<i>Rainbow Gold.</i>	Macmillan.
42. Thompson, Blanche Jennings.	<i>Silver Pennies.</i>	Macmillan.
43. Thompson, Blanche Jennings.	<i>More Silver Pennies.</i>	Macmillan.
44. Untermeyer, Louis.	<i>Rainbow in the Sky.</i>	Harcourt.
45. Untermeyer, Louis.	<i>This Singing World.</i>	Harcourt.

APPENDIX IV

MAGAZINES FOR PUPILS OF THE INTERMEDIATE GRADES

<i>American Boy and Youth's Companion</i>	Sprague Publications, Inc., 7430 Second Boulevard, Detroit, Mich.
<i>American Girl</i>	The Girl Scouts, Inc., 14 West 49th Street, New York, N. Y.
<i>Bird-Lore</i>	National Association of Audubon Societies, 1006 Fifth Avenue, New York, N. Y.
<i>Boys' Life</i>	Boy Scouts of America, 2 Park Avenue, New York, N. Y.
<i>Child Life</i>	Rand, McNally and Company, 536 South Clark Street, Chicago, Ill.
<i>Children's Playmate</i>	A. R. Mueller Printing Company, 3025 East 75 Street, Cleveland, Ohio.
<i>Current Science</i>	American Education Press, 400 South Front Street, Cleveland, Ohio.
<i>Highway Traveller</i>	Greyhound Management Company, 2620 Hamilton Avenue, Cleveland, Ohio.
<i>Horn Book</i>	The Horn Book, Inc., 264 Boylston Street, Boston, Mass.
<i>Hygeia</i>	American Medical Association, 535 North Dearborn St., Chicago, Ill.
<i>Jack and Jill</i>	Curtis Publishing Company, Independence Square, Philadelphia, Penn.
<i>Junior Scholastic</i>	Scholastic Corporation, 250 East 43 Street, New York, N. Y.
<i>My Weekly Reader</i>	American Education Press, 400 South Front Street, Cleveland, Ohio.
<i>Nature Magazine</i>	American Nature Association, 1214-16th Street, N. W., Washington, D. C.
<i>National Geographic</i>	National Geographic Society, 1146-16th St., N. W., Washington, D. C.
<i>Popular Mechanics</i>	Popular Mechanics Company, 200 East Ontario Street, Chicago, Ill.

<i>Popular Science Monthly</i>	Popular Science Publishing Company, 353 Fourth Avenue, New York, N. Y.
<i>Scholastic</i>	Scholastic Corporation, 250 East 43 Street, New York, N. Y.
<i>School Arts Magazine</i>	Davis Press, Inc. 44 Portland Street, Worcester, Mass.
<i>Story Parade</i>	Story Parade, Inc., 70 Fifth Avenue, New York, N. Y.
<i>The Open Road for Boys</i>	The Open Road Publishing Company, 729 Boylston Street, Boston, Mass.
<i>World Horizons</i>	Welles Publishing Company, 473 Washington Street, Wellesley, Mass.
<i>Young America</i>	Eton Publishing Corporation, 250 East 43 Street, New York, N. Y.

Date Due

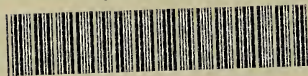
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